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# ANNUAL REPORT

OF THE

# SUPERINTENDENT OF EDUCATION

ON THE

## COMMON, ACADEMIC, NORMAL AND MODEL

# SCHOOLS OF NOVA SCOTIA,

FOR THE

YEAR ENDING 31ST OCTOBER, 1882.

HALIFAX, N. S.:
COMMISSIONER OF PUBLIC WORKS AND MINES,
QUEEN'S PRINTER.
1883.

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UNIVERSITY

EDUCATION OFFICE,

HALIFAX, February, 1883.

SIR,—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant Governor, my Report on the Common, Academic, Normal and Model Schools of Nova Scotia, for the School Year ended October 31, 1882.

I am, with respect,

Your obedient servant,

DAVID ALLISON,

*Superintendent of Education.*

To the HON. C. E. CHURCH, M. P. P.,

*Provincial Secretary.*

70358

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## ERRATUM.

Table viii, Page K, *Sectional Assessment* not *County Fund Apportionment.*

# PART I.

# GENERAL REPORT, 1882.

# ANNUAL REPORT

ON THE

# COMMON, ACADEMIC,

AND

# Normal and Model Schools of Nova Scotia,

## 1882.

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To His Honor the Honorable Adams George Archibald,
*Lieutenant-Governor of the Province of Nova Scotia:*

May it please your Honor,—

In submitting my fifth Annual Report, I am able to state that the year whose operations it records, was marked in important respects by exceptional educational activity. Inquiry and action directed to the improvement, in *quality*, of the instruction given in the Public Schools, have not been confined to officials and teachers, but have characterized many communities. As the result of efforts put forth during the past year, the schools of the Province are now for the first time provided with an authorized Course of Study. The statistics presented show a considerable increase from the preceding year in the number of teachers and schools for both terms. The small decrease in the attendance of the Winter Term, due to continuously severe weather and heavy snow falls, was more than counterbalanced by the increase of the Summer Term. Suggested modifications of our educational system at certain points, are believed to propose nothing which can fairly be regarded as either revolutionary or retrogressive. Fundamental principles are recognized as fixed. It is simply sought to conform their operation to that law of progress which has so far guided the development of public education in Nova Scotia.

# STATISTICAL ABSTRACT.

## 1.—School Sections.

| | |
|---|---|
| Total number in Province | 1814 |
| " " " 1881 | 1799 |
| Increase | 15 |

| | Winter. | Summer. | Year. |
|---|---|---|---|
| No. of Sections without Schools | 342 | 246 | 133 |
| " " " 1881 | 361 | 252 | 128 |
| Decrease | 19 | Decrease 6 | Increase 5 |

## 2.—No. of Schools, Pupils, Teachers, &c.

| | Winter. | Summer. |
|---|---|---|
| Total No. of Schools in operation | 1820 | 1910 |
| " " " 1881 | 1763 | 1877 |
| Increase | 57 | Increase.. 33 |
| Total No. of Registered Pupils | 76888 | 81196 |
| " " " 1881 | 77468 | 80189 |
| Decrease | 580 | Increase..1007 |

| | |
|---|---|
| Total No. different Pupils during year | 95912 |
| " " " 1881 | 98148 |
| Decrease | 2236 |

| | Winter. | Summer. |
|---|---|---|
| Total No. of Teachers and Licensed Assistants employed | 1890 | 1975 |
| " " " 1881 | 1822 | 1938 |
| Increase | 68 | Increase.. 37 |

## 3.—Proportion of Population at School, &c.

| | Winter Term. | Summer Term. |
|---|---|---|
| Proportion of Population at School | 1 in 5.7 | 1 in 5.4 |
| " " " 1881 | 1 in 5.6 | 1 in 5.5 |
| Decrease | 1 in 758 | Inc.. 1 in 437 |

| | | | | |
|---|---|---|---|---|
| Proportion of Population at School during year | | | | 1 in 4.5 |
| " " " " 1881 | | | | 1 in 4.4 |
| Decrease | | | | 1 in 197 |
| No. of Pupils daily present on an average for time in session | | 42504 | | 44989 |
| " " " 1881 | | 43847 | | 43075 |
| Decrease | | 1343 | Increase | 1914 |
| No. Pupils daily present on full term average | | 39987 | | 42031 |
| " " " 1881 | | 41200 | | 40288 |
| Decrease | | 1213 | Increase | 1743 |
| Percentage of Pupils daily present on an average for time Schools were in session | | 55.2 | | 55.4 |
| " " " 1881 | | 56.6 | | 53.7 |
| Decrease | | 1.4 | Increase | 1.7 |
| Percentage of Pupils daily present on an average for full term | | 52. | | 51.7 |
| " " " 1881 | | 53.2 | | 50.2 |
| Decrease | | 1.2 | Increase | 1.5 |
| Grand Total days' attendance | | 4693479 | | 4603625 |
| " " " 1881 | | 4832927 | | 4361049 |
| Decrease | | 139448 | Incr. | 242576 |

## 4.—Classification of Teachers.

| | Winter. | | Summer. |
|---|---|---|---|
| Academic Grade | 28 | | 28 |
| " 1881 | 28 | | 25 |
| | | Increase | 3 |
| First Class (Grade B) Male Teachers | 246 | | 210 |
| " " " 1881 | 261 | | 241 |
| Decrease | 15 | Decrease | 31 |
| First Class (Grade B) Female Teachers | 67 | | 62 |
| " " " 1881 | 51 | | 53 |
| Increase | 16 | | 9 |

| | | | |
|---|---|---|---|
| Second Class (Grade C) Male Teachers..... | 242 | | 196 |
| " " " 1881 | 245 | | 206 |
| Decrease ..... | 3 | Decrease.. | 10 |
| Second Class (Grade C) Female Teachers... | 548 | | 601 |
| " " " 1881 | 543 | | 601 |
| Increase ..... | 5 | | |
| Third Class (Grade D) Male Teachers..... | 202 | | 180 |
| " " " 1881.. | 213 | | 210 |
| Decrease ..... | 11 | Decrease.. | 30 |
| Third Class (Grade D) Female Teachers.... | 517 | | 669 |
| " " " 1881 | 447 | | 569 |
| Increase ..... | 70 | Increase.. | 100 |
| Total No. Male Teachers..... | 718 | | 612 |
| " " 1881..... | 746 | | 682 |
| Decrease ..... | 28 | Decrease.. | 70 |
| Total No. Female Teachers..... | 1132 | | 1334 |
| " " 1881..... | 1042 | | 1223 |
| Increase ..... | 90 | Increase.. | 111 |

5.—Period of Service of Teachers.

| | | | |
|---|---|---|---|
| No. of Teachers engaged in same Section .. | 1003 | | 1088 |
| " " " " 1881 | 929 | | 1130 |
| Increase ..... | 74 | Decrease.. | 42 |
| No. of Teachers removed to another Section | 605 | | 618 |
| " " " " 1881 | 582 | | 554 |
| Increase ..... | 23 | Increase.. | 64 |
| No. of new Teachers..... | 242 | | 240 |
| " " 1881..... | 277 | | 221 |
| Decrease ..... | 35 | Increase.. | 19 |

6.—Summary of Government Expenditure in Public Schools.

| | Winter Term. | | Summer Term. |
|---|---|---|---|
| Common Schools..... | $74026 35 | | $75031 87 |
| " " 1881..... | 72919 32 | | 75273 54 |
| Increase..... | $1107 03 | Decrease.... | $241 67 |

| | |
|---|---|
| County Academies | $7450 00 |
| " " 1881 | 5457 00 |
| Increase | $1993 00 |
| Government Expenditure Assignable to Counties | $156508 22 |
| " " " " 1881 | 153630 50 |
| Increase | $2877 72 |
| Inspection of Schools | $11600 00 |
| " " 1881 | 11200 00 |
| Increase | $400 00 |
| Examination of Teachers | $581 69 |
| " " 1881 | 601 68 |
| Decrease | $19 99 |
| Miscellaneous | $5187 27 |
| " 1881 | 5161 62 |
| Increase | 25 65 |
| Government Expenditure not Assignable to Counties | $17368 96 |
| " " " " 1881 | 16963 30 |
| Increase | $405 66 |
| Total Government Expenditure in aid of Public Schools | $173877 18 |
| " " " " " 1881 | 170593 80 |
| Increase | $3283 38 |
| Total Government Expenditure for Education | $184627 18 |
| " " " 1881 | 185518 80 |
| Decrease | $891 62 |

7.—TOTAL EXPENDITURE FOR THE SUPPORT OF PUBLIC SCHOOLS.

| | | |
|---|---|---|
| Government Expenditure | | $173877 18 |
| Local Expenditure—County Fund | $106948 70 | |
| Assessment on Sections for support of Schools | 254659 51 | |
| Assessment on Sections for Building and Repairs | 35904 25 | |
| | | 397512 46 |
| Total Expenditure for Public Schools | | $571389 64 |

## SCHOOL STATISTICS.

Tables I-VII contain the chief statistics relating to the operations of the Public Schools. Their contents are summarized in the foregoing abstract.

*Sections without Schools.*—The returns under this head show no marked change from last year. They prove, however, that on the whole the decided advance then made has been rather more than maintained. There has been an increase of 5 in the number of Sections without schools in operation during any part of the year, but reductions of 19 and 6 in the number without schools for the Winter and Summer terms respectively. Conclusions deducible from the returns show an increase of permanence in the character of the schools. Of the Sections having schools in the Summer term, 209 had none in Winter term; of those having schools in the Winter term 134 were without in the Summer term. Last year the corresponding numbers were 233 and 124. As I have pointed out in former Reports a number of the Sections returned from year to year as having no schools have been reduced by migrations of population and changes in the currents of business to little more than a nominal existence. In a few others the local conditions of support are so limited as to make the maintenance of a school, even with the supplement of County and Provincial aid, confessedly difficult. But these cases are exceptional. In most of the sections thus reported, nothing is needed to provide the means of at least elementary education, save the putting forth of local efforts similar to those by which schools have been established and are still maintained in many other parts of the Province, not superior to these in either density of population or amount of property available for assessment towards the support of schools. It seems to be lost sight of by some that our educational system provides special aid on a generous scale for thinly peopled sections willing to put forth proper exertion in their own behalf. Had this proffered assistance called forth proper local effort at least two-thirds of the Sections reported as without schools during the entire year would have had respectable educational facilities during either the Summer or Winter term, and in many cases during both, while an equal proportion of the Sections and schools open one term and closed another, would have enjoyed the benefit of continuous schools. During the past year the Inspectors have found time amid the constant pressure of their regular duties to visit many unorganized Sections and stimulate the people to action by reminding them of their privileges.

*Number of Schools and of Teachers.*—As compared with the corresponding terms of last year, the Winter Term shows an increase in Schools in operation of 57 and in Teachers of 68, the Summer Term, increases of 33 and 37.

*Attendance.*—The following is a statement of the registered attendance of pupils from 1866 to 1882 inclusive:

| YEARS. | No. of Pupils registered in Winter. | No. of Pupils registered in Summer. | No. different Pupils registered during the year. |
|---|---|---|---|
| 1866 | 45131 | 56017 | 71059 |
| 1867 | 61818 | 70075 | 83048 |
| 1868 | 65983 | 72141 | 88707 |
| 1869 | 72756 | 75523 | 93732 |
| 1870 | 74321 | 76237 | 94496 |
| 1871 | 74759 | 77235 | 92858 |
| 1872 | 70780 | 76496 | 91637 |
| 1873 | 70320 | 78266 | 93759 |
| 1874 | 72645 | 79910 | 93510 |
| 1875 | 76349 | 81878 | 94029 |
| 1876 | 77593 | 82034 | 94162 |
| 1877 | 80788 | 83941 | 100710 |
| 1878 | 81523 | 84169 | 101538 |
| 1879 | 81640 | 84356 | 99094 |
| 1880 | 73978 | 78808 | 93700 |
| 1881 | 77468 | 80189 | 98148 |
| 1882 | 76888 | 81196 | 95912 |

The very considerable increase in the numbers of teachers and schools for the Winter term marked an augmentation of educational interest and activity, leading to a natural anticipation of a largely increased attendance. That this was not realized is due entirely, I believe, to the continuously and almost unprecedentedly inclement weather which characterized the winter season of 1881.

The obstruction of travel by snow drifts for weeks, and in some parts of the Province for months, in succession told powerfully upon the registered attendance. Under the circumstances, the small reduction of 580 is a gratifying proof of the vigor with which our schools were sustained during that unfavorable season. The increase of 1007 for the Summer Term is more significant from the fact that there was for that term a relative falling off of 1656 in the number of *new* pupils, that is, of pupils not on the registers of the preceding term. *This indicates a great improvement in the matter of continuity of attendance.* As the total registered attendance for the year is obtained by adding to the Winter Term's attendance, the new pupils on the Summer Term's registers, the decrease in the latter item virtually accounts for that of the entire year.

The proportion of the population at School during the Winter Term shows a decrease of 1 in every 758 of the entire population. The Summer exhibits a corresponding increase of 1 in every 437.

The proportion of the population at school during *some part of the year* was one in 4.5, as compared with 1 in 4.4, the previous year, a decrease of 1 in 197 of the whole population of the Province. The general average was exceeded in the following counties:—Inverness, 1 in 3.9; Yarmouth, 1 in 4; Kings and Queens, 1 in 4.1; Annapolis, Colchester and Hants, 1 in 4.2; Digby, 1 in 4.3; Antigonish and Pictou, 1 in 4.4. Cumberland, Lunenburg and Shelburne made the Provincial average, 1 in 4.5 The following fell below:—Cape

Breton, 1 in 4.8; Guysboro, 1 in 4.9; Victoria, 1 in 5; Halifax County 1 in 5.1; Richmond, 1 in 5.2; Halifax City, 1 in 6.5.

*Regularity of Attendance.* The following table shows the percentage of registered pupils daily present on an average during the period the several schools were open for the respective terms of the past four years.

| | Winter. | Summer. |
|---|---|---|
| 1879 | 55.9 | 55 |
| 1880 | 56.4 | 55 |
| 1881 | 56.6 | 53.7 |
| 1882 | 55.2 | 55.4 |

When reduced to the basis of the full number of teaching days in the respective terms, the percentages stand as follows:—

| | Winter Term. | Summer Term. |
|---|---|---|
| 1879 | 52.3 | 53.1 |
| 1880 | 53 | 50.7 |
| 1881 | 53.2 | 50.2 |
| 1882 | 52 | 51.7 |

*Grand Total Days' Attendance.*—This item shows a decrease for the Winter Term of 139,448, and an increase for the Summer Term of 242,576.

---

## PERIOD OF SERVICE, SEX AND SALARIES OF TEACHERS.

During the Winter Term, 1003 teachers continued to teach in the same sections in which they taught the preceding term; 605 removed to other schools, while 242 engaged in teaching for the first time. During the Summer Term, the corresponding figures were 1088, 618, and 240.

Of the 2361 Male Teachers of the Academic and First Class (Grades A and B) in charge of schools for the Summer Term, 115 have been in service for upwards of seven years, 37 for upwards of five years, and 38 for upwards of three years. Altogether 190 of the Male Teachers of these clases have been in service for upwards of three years.

Of the 665 Female Teachers of the First and Second classes, employed the same term, 202 had been employed for upwards of seven years, 105 for upwards of five years, and 145 for upwards of three years. Altogether 452 Female Teachers of these classes have been in service for upwards of three years.

These facts show that as far as *the higher Grades* are concerned the profession of teaching is characterized by a greater degree of permanency than popular opinion assigns it.

In relation to sex, the teachers in the Public Schools (an average being struck between the two terms of the school year) were classified as follows: Male, 665; Female, 1,233. As compared with last year, the Male Teachers have decreased to the number of 49; the Female

increased to the number of 100. The constantly increasing numerical proportion of Female Teachers unmistakably indicates that other professions offer relatively superior attractions to male teachers.

Contrary to my hope and expectations, the statistics of the year show no substantial improvement in the salaries of either male or female Teachers.

The average salary throughout the Province for male Teachers of first class, was $388.58 as compared with $396.96 in 1881. For teachers of this class the three highest averages were Halifax City $669; Yarmouth $498,10; Queens $450. In addition the following above the average, Hants $434, Digby $426, Halifax County $422, Kings $409, Cape Breton $406, Pictou $404, Colchester $400.

For Female Teachers of the first class, the General average was $288,59, as compared with $293.92 in 1881. The highest avereges were Cape Breton $420, Halifax City $375, Halifax County $344. The average was exceeded in Yarmouth $341, Hants $336, Guysboro $303.

The Provincial average for Male Teachers of the second class was $272.24 as compared with $266.82 in 1881. The highest averages were Halifax City $450, Shelburne $335, Kings $306. For second class Female Teachers, the provincial average $225.55 as compared with $223.58 in 1881. The highest averages were Halifax City $330, Yarmouth $273, Halifax County $253.

For Male Teachers of the third class the general average was $198.96 as compared with $192.52 in 1881. The highest averages were Halifax City $414, Yarmouth $303, Kings $283. The general average for Female Teachers of the third class was $159.17 as compared with $159.85 in 1880. The highest averages were Halifax City $270, Yarmouth $187, Shelburne $174.

That the salaries paid to teachers have not advanced in sympathy with the tendency towards increased remuneration observable in all other departments of labor is due in part to the fact, not peculiar to our Province, that teaching offers to young persons, who do not intend to adopt it as a *profession*, a convenient *temporary* employment, in advance of the regular business of life. The influence of this class, embracing as it does a large proportion of the Female Teachers, as well as many young men, operates against an increased rate of remuneration, resulting from the competition of other callings.

I may also allude to the circumstances that our present scale of salaries was virtually fixed at a time when the supply greatly exceeded the demand. The relation of supply and demand is the prime factor in all financial transactions. While for the last few years we have been working down towards the equalization, of these elements, there is still, I am assured, a considerable surplus of teachers willing, and indeed anxious, to teach for a fair remuneration. If it is true that a deficiency is reported in certain localities, it is equally true that nothing is needed to supply that deficiency but the offer of respectable salaries.

It does not follow from this consideration that the remuneration given for teachers' services is *wholly* dependent on the operation of economical laws. Were it so, the loss to the profession, in respect to those most fitted to adorn it, would have been far more serious

than has actually occurred. Some, if not many, communities have been prompted by a sympathetic appreciation of the importance of education, to secure and retain qualified teachers without any nice calculation of the saving which might be effected by the employment of cheaper and cruder labor. To strengthen and diffuse the conviction that an efficient "laborer is worthy of his hire" should be the definite aim of all who desire the permanent progress of our Provincial system of education.

I am pleased to notice that the Board of School Commissioners of the City of Halifax has taken steps to restore the salaries of its teachers to the rates paid prior to the reduction made a few years since in view of financial depression. It is also worthy of note that engagements for the current year, so far as known to myself, are generally in harmony with this action. This remark particularly applies to trained teachers of the higher classes.

---

## EXAMINATION FOR TEACHERS' LICENSES.

Table IX. contains in detail the statistics of the last annual examination for Teachers' licenses. The following is a summary of the results:

Total number of candidates examined 1882—834, 1881—742, Increase, 92; Number applying for Academic Class, (Grade A), 1882—9, 1881—4, increase 5; No. successful 1882—6, 1881—2, increase 4. No applying for First Class licenses, (Grade B), 1882—107, 1881—105, decrease 2. No. successful 1882—51, 1881—50, increase 1; No. applying for Second Class licenses, (Grade C), 1882—402, 1881—374, increase 28. No. successful 1882—175, 1881—145, increase 30. No applying for Third Class license, (Grade D), 1882—316, 1881—258, increase 58. Of the whole number of applicants for license, 355 received the grade applied for, as compared with 322 in 1881, increase 33; 528 received licenses of some grade as compared with 461 in 1881, increase 67; 306 failed altogether to obtain licences, as compared with 281 in 1881, increase 25. Of the candidates obtaining licenses 59 received the same grade as held before, as compared with 48 in 1881, increase 11; 7 sank to a lower grade than that previously held as compared with 10 in 1881, decrease 3. The number of Teachers already holding licenses, advanced to a higher grade, was 152 as compared with 136 in 1881, increase 16; the number of new applicants obtaining licenses was 310, as compared with 267 in 1881, increase 43. The *percentage* of success and failure shew no marked change from last year. It will be observed that 45 per cent of the entire number of candidates either failed entirely or simply maintained the grades previously held.

---

## THE PROVINCIAL NORMAL SCHOOL.

In appendix A will be found the report of the Principal, J. B. Calkin, Esq., A. M. The institution continues to command public

confidence, and to do good service to the Province in training and qualifying teachers. The high rank invariably taken by its graduate, as a class, at the annual examinations for provincial licenses is but a partial measure of the value of its work. The distinction between *mere scholarship* and *ability to teach*, though too often obscurely recognized, is a real and vital one. Under existing circumstances, with the profession of teaching thrown open practically unconditioned by any requirement of systematic training, it is a gratifying fact that upwards of a hundred young men and women are annually found of their own free will devoting themselves to the special work of preparation for it.

For upwards of a quarter of a century the Province has maintained a Normal School for the professional training of teachers. That ample compensation has been received for whatever expense its establishment, outfit, and maintenance have involved is not open to question. Though probably more efficient at some periods of its history than at others, it has never failed, semi-annually or annually, according to circumstances, to respond to the demands of the schools with a respectable number of well-trained teachers. Its influence prepared the way for the new educational policy, whose inauguration crowned the first decade of its existence. From that pivotal period onward, its operations have vitally contributed to the success of the experiment of popular education. It implies no disrespect to not a few excellent instructors who have not enjoyed the benefit of its facilities, to state that a large majority of the teachers of recent years, who have signally distinguished themselves by efficiency in their profession, have been its graduates, while that class has uniformly been far beyond the average in the important element of *permanence of service*. The opening of the new and most commodious building in 1878, the subsequent enlargement of the staff so as to provide facilities of instruction in Industrial Drawing, and moderate outlays from time to time for the better equipment of the scientific department, have all tended to increase the efficiency of the institution.

In pursuance of the duty assigned by law to the person holding the office of Superintendent of Education, of offering in his annual Report such suggestions as he may deem adapted to promote the more efficient working of our educational system, I would now respectfully raise the question *whether the time has not come in which a satisfactory guarantee of professional qualification shall be exacted of all who propose to enter the Public Schools in the capacity of teachers.* To the proper apprehension of the issues involved in this question, the following considerations seem to me to be pertinent:

1. Our present standards of licensing teachers take cognizance chiefly, and for all practical purposes *exclusively*, of non-professional attainments. The examinations to which candidates are subjected test more or less thoroughly their knowledge of the branches which are expected to be taught in the Public Schools, but beyond a few questions on the *theory* of teaching and school management, no account is taken, nor under the system *can* be taken, of the presence or absence of qualifications, quite as essential to success as scholastic acquisitions. Written examinations are excellent in their legitimate

applications, but when taken as tests of professional knowledge and skill are so inadequate, as to be practically useless.

2. The history of modern education shows that in the estimation of the most enlightened nations the crucial point at which to test the efficiency of educational systems is the adequacy of the provisions made for professionally qualified teachers; and that the most rational and effective method of maintaining a regular and sufficient supply of these is by *providing* and *requiring* thorough preliminary training both in theory and practice, under competent instructors, and amid the stimulating companionship of numbers united for the attainment of a common object. It is not claimed that all trained teachers succeed, nor that all untrained ones fail. But it may be claimed that in such a matter and argument as this, our practice should be based not on exceptions and possibilities, but on general principles and demonstrable probabilities. If a teacher who, in addition to a fair mastery of the various branches of knowledge, has received special instruction in the principles which underlie and vitalize all successful teaching, and has been taught how to apply those principles to practice in the opportunities afforded by a properly organized Model School, is *not* better prepared for the work to be undertaken, than one who proposes to pass directly from the position of pupil to that of instructor, then all analogies fail,—the intellect is simply bewildered in attempts to grasp an idea so incongruous with reason. To assume this negative, is to sharply differentiate teaching from everything which bears the name of art or science. It is to represent it as without principle, method, or process, peculiar to itself, —its supreme law the rule of thumb. But, in fact, education as the science and art of communicating knowledge, has laws of the most positive and immutable character, while a knowledge of the methods deducible from these laws, is above all things fundamental to effective teaching. These are simply *facts*, which, in some form, and to some extent, and in accordance with the dictates of reason, the whole civilized world unites in recognizing. That a person has acquired a certain amount of knowledge regarding a given subject, is no longer accepted as a proof that he is qualified to teach that particular subject, much less assume the responsible duty of organizing and conducting a school. The propriety of demanding of all who seek authority to assume that noble and delicate task, some satisfactory evidence, not merely of the possession of general knowledge, but of actual qualification for the work in question, seems founded on the firmest granite of right reason and common sense.

3. The Province having provided means whereby at moderate cost all persons proposing to devote themselves to teaching can secure an adequate amount of professional preparation, to *insist* on such preparation would seem the logical complement of the action already taken. If the importance of special training justifies the expenditure made in its behalf, what consideration can justify a policy which practically refuses to more than half of the schools of the Province all participation in the benefits of such training? It may be that in many communities this is not felt to be a privation, but if it be *really* one, the loss is not confined to these particular communities. The

Province, as a whole, is interested in the strengthening and elevation of all its parts.

I would probably be regarded as laying myself open to censure, in recommending that examinations for license should be limited to those persons who produce satisfactory certificates of professional knowledge and skill, obtained either at our own, or other approved Normal Schools, were I not to enquire somewhat in detail into the probable effect of such a change on the general working of our educational system. That it would bring about a marked improvement in the *character* of the instruction given in many of the schools seems to me to be involved in the very nature of the case. The opposite is not a conceivable possibility. Teaching cannot be excluded from the operation of a law which governs every profession and calling of man. The raw recruit is never equal to the trained soldier. But so large a part of the considerations already presented bear directly upon this point, that its further discussion is unnecessary.

Perhaps it will be urged that many nominally untrained teachers have, after all, secured in the schools in which their studies have been pursued, special instruction in the principles and methods of teaching. In a certain sense this is true. Many teachers have shown much diligence in preparing their pupils (wishing to qualify for teachers) for the questions of the syllabus. The general feeling on this subject is pretty clearly indicated by the pressure which has been brought to bear on the Department of Education, to prescribe some manual of teaching, from which the questions shall be taken, and whose use would facilitate the process of *cram* for intending applicants for license. If, in any cases, sounder and more rational methods have been employed, if time has been taken to seek some opportunity for illustrating in practice, the principles enunciated in theory, to prepare in short not so much *for obtaining a license*, as for *doing effectively the work to which a license leads*, the question may be fairly raised, whether funds raised for general educational purposes by a Section can be legitimately applied to the special professional training of a few. The law wisely abstains from imposing on trustees and ratepayers any obligation to provide facilities for the specific training of teachers. Instances, however, are sometimes met with, in which whole communities seriously suffer from misconception on this point, two or three young persons who wish to obtain licenses receiving more attention from the teacher, than the whole school beside.

The apprehension which seems to be entertained in some quarters that the requirement of professional certificates from all candidates for license would operate to the injury of Academies and High Schools throughout the Province is due to a failure to distinguish between things essentially different. So far as such a movement would improve the instruction given in the lower schools, so far it would be helpful to institutions of a higher character, the special weakness of many of which now is that they are mere superstructures, with no adequate foundation on which to rest. The standard of professional qualification cannot rise without involving at least a gradual elevation of non-professional requirements.

The duty of imparting that general knowledge to which the Normal School proposes to add the directing instrument of professional

skill, must continue to devolve, primarily and chiefly, on the Public Schools of the various grades throughout the country. The more thorough and extensive the knowledge, the more mature and cultivated the intellect, of the youth who enter the Normal School, the greater profit will they derive from a course of professional instruction. The standards of admission being made as high as circumstances from time to time permit, the instruction given in the Normal School on subjects not strictly professional should differ from that on the same subjects in other schools, in having a direct relation to the art of teaching. The experiment of entirely abandoning non-professional work in Normal Schools has in no case within my knowledge proved perfectly satisfactory, though the more completely such work can assume the character of a review of studies previously pursued, the more effectually is the great practical end sought capable of realization.

As to the effect on the teaching profession itself, I am persuaded that it would be good, and only good. Even as things now are, candidates for licenses find that to qualify themselves for *teaching*, as well as for *licenses*, pays by securing better remuneration than, on the average, they would otherwise obtain. If the proposed measure would bear hardly on individuals, it could inconvenience those only whose circumstances lead them to make the schools a temporary stopping place. It might be objected to by the young man who purposes to teach for a year, and then leave the Province, go to College, or enter one of the professions; but it should be hailed as a boon by all whose calling it would dignify into a real profession, whose social position it would elevate, and whose means of comfortable and respectable living it would enhance. Surrounded by this prudent safeguard the business of teaching would be immensely raised in its entire scope and character.

A more important point remains to be considered, viz: the effect likely to be exerted on the *supply* of teachers by the proposed change in the manner of their *production*. I subjoin an estimate, which seems to me a fair one, indicating that no serious apprehensions of scarcity need be entertained. Two or three considerations are worthy of being noted. It must be borne in mind that quite a number of the persons under existing arrangements annually licensed and nominally ranked as teachers, never, from various causes, actually enter the service, and that very many more enter, and, also from various causes, leave shortly after they have entered. I am persuaded from the analogy of other countries and from the reason of things, that one of the first and most significant effects of the suggested change would be to lengthen in a marked degree the average term of teachers' services, securing for the schools the benefits of more experienced instructors, *and diminishing by a large percentage the needed annual increment of teachers.*

Estimating then the average term of service of first class teachers (grade B) as *eight* years—surely not an extravagant assumption, the Province does not really require, to make good the losses caused by death and withdrawal from the service, more than thirty teachers of this class annually added to the roll. For the second class (grade C), on an estimated basis of *six years average term of service*, a similar annual increment of from 120 to 150 would suffice. The total number annually required to maintain these two higher grades, the Normal

School, under re-adjustments to be suggested, is, I am confident, able satisfactorily to supply.

A greater practical difficulty occurs in connection with training third class teachers, of whom *on an average of four years' service*, probably 150 to 175 would be, for some time, annually needed to keep the ranks full. To demand a lengthened period of professional preparation from persons proposing to labor in fields so unremunerative as are the sections which employ third class teachers, is plainly unreasonable. And yet what is more adapted to awaken serious thought than reflection on the fact that nearly one third of the children of the Province are in charge of teachers whose general scholarship is measured by the third class syllabus, and not ten per cent. of whom have had any opportunity of acquiring even the rudimentary knowledge of the art of teaching! It is important to be observed, too, that while elementary instruction particularly calls for teachers who understand something beyond the subjects taught, as mere branches of knowledge, it is a well known fact that the prospect of teachers supplementing early deficiency of professional culture by subsequent efforts is in the inverse ratio of their mental immaturity.

I regard the practical difficulty to which I have alluded by no means insuperable, and I certainly think that some consideration should be shown localities compelled by their circumstances to employ this class of teachers. The plan which I submit provides for the grade in question a course of instruction, not so long and thorough as is desirable in the abstract, but such as will, if carried out, in the lapse of a few years work a revolution in the character of the education given in many parts of the Province.

My proposal then, for the distribution of work in the Normal School, the possession of whose certificate would be the essential preliminary to examination for license, is as follows:

1. Let the annual session for first class (Grade B) teachers be as now from November to July, the standard of admission being the subjects of the second class syllabus (Grade C), an examination being held thereon when the second class license is not actually held. Holders of second class licenses should be eligible for admission as candidates for first class licenses as late as the first of May of each year.

2. Let the session for second class (Grade C) candidates extend from November 1st to May 1st, the standard for admission being the subjects of the third class (Grade D) syllabus, with the same provision for examination as above, *mutatis mutandis*.

3. Let the session for third class (Grade D) teachers extend from May 1st to July 20th, admission being based on examination upon the subjects of the third class syllabus, though of a somewhat less searching character than that for license held by the Provincial authorities at end of session. The aim of confining the attention of this class to study of method and practical exercises in teaching, should be adhered to as strictly as possible, the general instruction taking the form of a carefully supervised review of subjects previously gone over.

4. The Examinations for Licenses of all the classes shall be, as now, under the direction of the Council of Public Instruction, close

up those for the first and third classes to be held at the end of the sessions in July; that for the second class the last week in April.

Regulations framed in accordance with the foregoing suggestions would, I am sure, gradually, if not immediately, work their way into public favor as essentially just and wise. No Province of the Dominion affords so wide and easily opened a door into the heart of the teaching profession as Nova Scotia, and in none, whose statistics are available, are teachers more migratory and poorly paid. That to some extent these two facts stand in the relation of cause and effect cannot, I think, be reasonably questioned. But a well-paid, permanent staff of teachers means a great deal more than comfort to individuals. It means, in conjunction with other agencies which naturally ally themthemselves with education, the more rapid development of all that concerns the material, intellectual and moral well-being of the Province.

The carrying out of these suggestions would probably involve the necessity of moderately increasing the Normal School staff. On the whole, however, it would effect a very considerable saving of Provincial funds. The example of New Brunswick might be advantageously followed in employing a Professor qualified to devote special attention to teachers preparing to labor in sections where French is the vernacular tongue.

Several Boards of Trustees in different parts of the Province esteem it a privilege to employ licensed teachers who belong to religious orders, the regulations of which might prevent their members from attending the Provincial Normal School. To meet a possible difficulty in that direction, I would suggest a regulation authorizing the acceptance of satisfactory evidence that due provision was made for, and due attention given to, professional training in the educational centres of these orders. I have reason to believe that such provision already exists. Satisfactory certificates of training from Normal Schools of other Provinces and Countries should also be accepted.

## SPECIAL ACADEMIES, COUNTY ACADEMIES.

### SUGGESTIONS AS TO INTERMEDIATE EDUCATION.

Tables XVI and XVII contain the returns of *Special* and *County* Academies. The former designation embraces four Institutions, which do not sustain a co-ordinate relation, but are simply grouped together for the sake of convenience. Of these, the Pictou Academy alone, is an integral part of the public school system of the province. The Halifax High School, though a public institution, is the creation of a special statute.* The Yarmouth Seminary, a proprietary school,

* This Institution receives its annual grant of $600, as inheritor of the statutory, or equitable, rights of the late Halifax Grammar School.

for many years subsidized by a Provincial Grant, merged its educational operations at the beginning of the current year, in the public school of the central section of the town of Yarmouth. The Institution for the Deaf and Dumb receives its legislative grant through the Department of Education, but is not connected by statute, or otherwise, with the general educational system of the Province.

*County* Academies were in operation during some part of the year in all the Counties of the Province, not containing *Special* Academies, except Richmond, the rate-payers of Arichat having declined to avail themselves of the provisions of the law in this regard. The Public Schools of Windsor, Kentville, and Port Hawkesbury,* so far as their High School departments were concerned, came under academic regulations, in pursuance of action of the Legislature, at the opening of the summer term in May. The High School department of the Model School at Truro, is conducted as a County Academy for the County of Colchester.† The Academic department of St. Francis Xavier College continues to sustain, by arrangement with the Public School Trustees, a similar relation to the County of Antigonish.

The following is an abridgment of Tables XVI and XVII. It will be observed that the increased attendance is largely due to the bringing in of new institutions. Pictou Academy shows a marked increase:—

| | Whole No. of Departments in School of Section. | Total No. of Pupils. | Average No. of Pupils daily present. | No. belonging to Section, Town, or Municipality. | No. from County outside of Section, Town or Municipality. | No. from Province outside of County. |
|---|---|---|---|---|---|---|
| Pictou (Special) | .. | 203 | 103 | 113 | 53 | 37 |
| Yarmouth " | .. | 36 | 19 | 30 | 6 | .. |
| Halifax High School (Special) | .. | 128 | 77 | .. | .. | .. |
| Truro Model Schools | 12 | 49 | 24 | 43 | 5 | 1 |
| Annapolis (County) | 5 | 47 | 22 | 37 | 6 | 4 |
| Antigonish " | .. | 51 | 34 | 7 | 12 | 32 |
| Cape Breton " | 6 | 69 | 36 | 47 | 18 | 4 |
| Cumberland " | 10 | 40 | 20 | 31 | .. | 9 |
| Digby " | 5 | 54 | 24 | 42 | 11 | 1 |
| Guysborough " | 3 | 50 | 21 | 50 | .. | .. |
| ‡Hants " | 10 | 31 | 22 | 30 | 1 | .. |
| ‡Inverness " | 3 | 36 | 22 | 32 | 2 | 2 |
| ‡Kings " | 5 | 48 | 29 | 38 | 9 | 1 |
| Lunenburg " | 7 | 47 | 26 | 40 | 7 | .. |
| Queens " | 7 | 52 | 27 | 37 | 15 | .. |
| Shelburne " | 4 | 46 | 22 | 38 | 8 | .. |
| Victoria " | 3 | 51 | 19 | 51 | .. | .. |
| Total, 1882 | ..... | 1038 | 547 | 666 | 153 | 91 |
| " 1881 | ..... | 820 | 434.3 | 508 | 141 | 56 |
| Increase | ..... | 218 | 112.7 | 158 | 12 | 35 |

* The shire town of Inverness County did not offer to qualify for the grant.

† This Institution does not receive a County Academy Grant *as such*. It receives $800 per annum in view of its relation to the Provincial Normal School, the condition of maintaining a High School free to qualified pupils from the County of Colchester, having been from the first attached to that grant.

‡ The returns for this Institution are for one term only.

In several of my previous reports the importance of securing, in connection with our educational system, the development of effective instrumentalities for advanced instruction, was dwelt upon at length. On the efficiency of these instrumentalities, the character of the elementary education imparted to the youth of the Province will largely depend. The fallacies which generated, and long sustained, the notion that nations can live and thrive educationally on "the three R's" are practically dead and buried. No country has shown the possibility of maintaining a sound and progressive system of primary instruction apart from the recognition and encouragement of higher studies. That in some form, and to some extent, this encouragement shall continue to be afforded, as a vital part of our school system, is, I hope, not an open question. Nova Scotia cannot afford to be behind other Provinces and other countries in a matter essential to her progress. The general truth of the importance of good secondary schools to the interests of higher and elementary education alike being admitted, how most effectively to foster such schools, how, in other words, to make the limited sum available for this purpose *go furthest* towards its accomplishment, is a most rational inquiry. In former reports, in detailing facts relating to the operation of Special and County Academies, I from time to time founded on those facts suggestions of doubt as to the adequacy of the means employed to promote intermediate education. I subjoin certain considerations which seem to myself conclusive reasons for a legislative remodelling of this part of our educational machinery. In presenting these, I would not be understood as even by remote implication depreciating the general value of the work performed in the institutions in question:—

1. *County organization* does not constitute a natural and defensible basis on which to distribute aid to higher education. Some of the counties are thrice as populous as others, and might with a better show of reason than can be advanced in behalf of the present mode of distribution, claim proportionate grants. The Provincial funds appropriated to the Common Schools in the shape of teachers' grants are not determined or influenced in any way by *County* lines. The amount received within a county depends on the *educational work done*, as measured by the number of teachers employed and their respective grades of licenses. Why should this common sense principle not have universal application?

2. Many centres of population, which furnish as good conditions for maintaining efficient High Schools as most of the county towns, are excluded from participation in the funds appropriated for higher education. Among these may be mentioned such places as Dartmouth, New Glasgow, Parrsboro', Bridgewater, Milton, Lockeport, Bridgetown, Wolfville, Hantsport, North Sydney, &c.

3. As a method of stimulating local effort, the County Academy grants have not proved very effectual. Some of the academies are inferior in commodiousness and outfit to school buildings to be found in many sections favored with no special grant. A few of their trustee boards have honorably distinguished themselves by attention to apparatus, and due provision for the comfortable working of their schools. In others it has been difficult to place these things on a pass-

able footing. I have heard the plea of poverty urged by County Academy Trustees, as an excuse for the absence of ordinary school-room appliances, when the entire salary of the teacher was paid by the government grant. It will be seen that *eighty-four* per cent. of the total amount of salaries paid to the Principals of County Academies was met by the government grant. In several cases the sections do not supplement the grant by a single dollar. That the chief financial bearing of the grant is towards the reduction of local assessment is plain beyond dispute. I know of no Academy town whose staff of teachers would legitimately bear reduction were it withdrawn. To be effectual, or even justifiable, a grant to higher education should stimulate local effort, not supersede or stifle it.

4. The following figures go to show that but a comparatively small part of the advanced school work of the Province is done in the County Academies. I take six studies which may not unfairly be regarded as representative of High School operations, viz.: *Latin, Greek, Algebra, Geometry, Chemistry, Practical Mathematics*, and submit the following comparative exhibit: (The attendance at Pictou Academy, but not that at the Halifax High School and the Yarmouth Academy, is included in the total number reported as pursuing these branches).

| | Latin. | Greek. | Algebra. | Geometry. | Chem. | P. Math. |
|---|---|---|---|---|---|---|
| Total number in Province —Winter Term..... | 913 | 137 | 4630 | 3558 | 1977 | 374 |
| No. in Co. Academies during year..... | 243 | 56 | 801 | 596 | 185 | 99 |
| No. in Special Academies during year*..... | 285 | 76 | 356 | 339 | 197 | 54 |

5. The gratuitous instruction furnished outside pupils is not an important consideration. If a community, chiefly by its own exertions, builds up a superior school, I know of no reason why outsiders should avail themselves of its privileges without paying a portion of the cost. It will moreover be observed that last year but 94 pupils from *within the counties*, but *from outside the sections* in which the County Academies are situated, took advantage of the regulation in question. Of these a large proportion were not *qualified* pupils, but young persons seeking to prepare for the lower grades of license. These, being out of course, proved in some cases falling under my own observation, a serious impediment to orderly work and progress.

6. *A very considerable portion of the County Academy Grant is really spent in sustaining Common School work.* In most of the smaller and in some of the larger institutions, the Principal's room contains the seventh and eighth grades of the Common School Course. This state of things is due in the former to the small number of departments; when found in the latter to (from this cause or that,) a paucity of qualified pupils.

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* Distributed as follows:—

| | Latin. | Greek. | Algebra. | Geometry. | Chem. | P. Math. |
|---|---|---|---|---|---|---|
| Pictou Academy..... | 128 | 37 | 192 | 192 | 67 | 40 |
| Halifax High School.... | 128 | 37 | 128 | 128 | 128 | 12 |
| Yarmouth Seminary.... | 29 | 2 | 36 | 19 | 2 | 2 |

The plan which I submit in the sequel, as a desirable substitute for the present system of so-called Special and County Academies, proposes to establish, on *educational*, and not on *County*, lines principles impartially applicable to the whole Province. To some it may seem a defect that it does not recognize advanced instruction when given in miscellaneous schools, and schools with two departments. But it should be borne in mind:—

(1.) That to take effective cognizance of work so scattered and fragmentary involves serious difficulties if a really fair basis on which to apportion public funds is to be established.

(2.) That the sum at disposal is so small, that the principles of minute sub-division and universal diffusion would render it of little account as an educational factor.

(3.) That, while the importance of conducting miscellaneous schools so as to make due provision for advanced instruction, is freely conceded, it is of doubtful expediency, in the interests of the elementary classes, to apply to such instruction a direct pecuniary stimulus.

The following suggestions are respectfully submitted:—

I. Let provision be made for a class of institutions to be known as PROVINCIAL ACADEMIES, the privilege of establishing which shall be open indiscriminately to the school sections of the Province, due security being taken *that such establishment shall always involve a large amount of local effort, and be justified by existing educational circumstances.* I would suggest the following conditions as necessary to guarantee *High Schools* of a *bona fide* character.

(1.) The employment of at least *two* qualified professors or teachers exclusively engaged in Academic Instruction.

(2.) The certified attendance of a *minimum* number of pupils duly qualified according to a prescribed course of study. It should be the duty of the Superintendent of Education to hold an annual inspection and examination of these Academies, and *the passing of a required percentage of the pupils should be essential to participation in Provincial funds.*

(3.) Such an outfit of class room accommodation and scientific apparatus, as, in connection with a superior teaching staff, will adequately prepare pupils not only for college and entrance upon the professions, but as educated persons, for intelligent devotion to the varied interests which make up the common life of the people of Nova Scotia.

The general outlines of this plan having been established by legislation, the working out of subordinate details should be left to the Council of Public Instruction. That only communities *able and willing to carry it into successful execution, should engage in the attempt to found such institutions,* is a point which should be guarded with the greatest care.

The pecuniary recognition accorded to Provincial Academies should include,

*a.* A small fixed grant—not to exceed $400.

*b.* A sum bearing a prescribed relation to the entire amount paid for salaries.

The *maximum* from both sources should be fixed. $1,500 would seem a reasonable limit. The Trustees of Provincial Academies should be at liberty to charge fees for all pupils from outside of their own section, the scale of fees to be subject to the approval of the Council of Public Instruction. They should, however, have no claim on the County School Fund, when fees are imposed on residents of the County in which the Academy is situated, so far as outside pupils are concerned.

II. Let a special legislative grant be provided for all teachers of the Academic class (Grade A) employed in sections (other than those maintaining a Provincial Academy), which have a system of regularly graded Public Schools of at least *three* departments; subject to the following conditions:

(1.) That this grant be paid only to teachers employed for at least one year continuously in the section.

(2.) That the teacher claiming this grant be in charge of the advanced department of the school.

(3.) That on an annual inspection and examination of the department by the Inspector in whose district it is situated, a required percentage of the registered pupils show a satisfactory knowledge of the subjects embraced in the first year of a prescribed course of High School studies.

(4.) That proper conditions for prosecuting advanced studies are provided by trustees.

I think that this special grade A grant might for the present at least be safely fixed at $250.

A reference should be made to the bearing of the proposed changes on the treasury of the Province. During the current year, the claims of Special and County Academies, excluding the Institution for the Deaf and Dumb, and considering, as we fairly may, one-half of the grant to the Model Schools as paid for intermediate education, will amount in the aggregate to $11,400.

On the other hand it would be a generous estimate to assume that under the proposed system there would be *four* Provincial Academies and *twenty-five* qualified High Schools in operation. Allowing for the former an average grant earned of $1000, and in the case of the principals of the latter, deducting the ordinary Common School Grant of $120 (Grade B), the aggregate annual expenditure would amount to $7250. If it be urged that the ordinary common school grants are included in the amounts now paid to County Academies, the relative costs of the systems would still stand as $9720 and $7250. It seems clear, however, that for some years the latter would not exceed $5000.

Though the subject has not been traversed in all its bearings, the considerations adduced, I venture to think, point conclusively to the necessity of reconstructing this part of our educational system. Let the philosophical principle of helping those who help themselves have a fair recognition. That the suggested method would tend to stimulate both teachers and communities, as well as to retain in the

service some of the former whom it would be a misfortune to lose, cannot I think be doubted.

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## STUDY OF PUPILS. COURSES OF STUDY.

Table VI, which records the different subjects taught, and the number of pupils studying each, is worthy of careful examination. Out of totals, for the Winter Term of 76,888, and for the Summer Term of 81,196, the number pursuing the *fundamental* branches for the respective terms was as follows:—

| | Reading. | Spelling. | Gen. Geography. | Writing |
|---|---|---|---|---|
| Winter Term ..... | 74,483 | 72,541 | 28,763 | 62 064 |
| Summer Term ..... | 78,017 | 75,033 | 25,219 | 62,471 |

| | Arithmetic. | Grammar, &c. | Canadian History. | B. History |
|---|---|---|---|---|
| Winter Term ..... | 65,042 | 33,393 | 9,528 | 14,461 |
| Summer Term ..... | 68,102 | 30,869 | 8,990 | 13,536 |

Compared with the returns relating to advanced studies, summarized in the preceding paragraph of this Report, these figures will serve to correct a somewhat prevalent impression that the higher branches are, on the whole, engrossing too much attention in our Common Schools. It appears that the studies of about nineteen twentieths of the pupils attending school are limited to the range of the subjects above specified. It is unnecessary to discuss, for it is impossible to determine, the question, whether this ratio is an exactly just and desirable one.

As a matter of fact, in some schools pupils are prematurely pressed forward to studies with which their state of mental development does not enable them to cope, and which consequently are both in an educational and practical point of view virtually useless. This is not the effect of a single cause. Ignorance of mental laws and the true principles of education on the part of the teacher, often produces it; or, it may be, a desire to make a show of progress to gratify vain parents, or a weak compliance with the ignorant wishes of children, or the sheer indifference which lets things take their course. But on the other hand it must not be forgotten that there is an opposite extreme. Too often the admitted importance of thorough rudimentary training is made a plea for dooming a fine young intellect to mental starvation and sterility, a dreary treadmill iteration being mistaken for thoroughness. All true education, both in the general working of systems and in the practical applications of the school room, is pervaded by the principle of progress.

The Course of Study introduced into our Schools at the beginning of the current year will operate as a healthy check on both the injurious tendencies to which I have alluded. It aims to educate every child thoroughly from the beginning, and to advance him from step to step, according to the natural relation of subjects and the laws of his own mental constitution. It includes within its scope provision for imparting useful and practical knowledge of which the youth of Nova Scotia have hitherto received too little, but it repudiates the narrow selfishness which estimates the value of all learning by utili-

tarian standards. It postulates and provides for both thoroughness and progress. In regard to the lessons in useful knowledge, or elementary science, which it contains, I would offer the following considerations, chiefly summarized from an article in the Provincial *Journal of Education.*

1. These lessons on the more obvious natural phenomena and laws constitute an attractive variation of ordinary school room work. They interrupt to the pleasure and profit of all concerned, what the London *Times*, not inaptly calls "the eternal A, B, C, and the interminable 1, 2, 3."

2. By familiarizing the young mind with the phenomena of nature —with. in short, the basal facts of science—they lay a natural foundation for the systematic study of science in the future. Those who affirm the contrary, and argue that the elementary knowledge thus obtained simply prejudices the successful prosecution of scientific studies in maturer life, reason from misconceptions and false analogies. All natural science is based on fact; therefore the knowledge of all facts bearing upon science is important. Mere ability to repeat verbal propositions embodying scientific truths, is worth little, and yet this is pretty much all that is gained from studying science from text books. The object lessons provided in the course, as far as they go, tend to impart real and practical scientific instruction, not to be sneered at if it is elementary. The achievements of the Calculus have not made Long Division either ignoble or useless.

3. In addition they secure strictly educational results of very considerable value. They call into active use faculties which lie practically dormant under the ordinary exercises of the school-room. Words are no doubt an invaluable vehicle for communicating knowledge. It is right and necessary that the memory and deductive reason be carefully trained and developed. But, in educating human beings, is no advantage to be taken of that wonderful sense-organism which the Creator has made one of the prime avenues of knowledge? Is no attempt to be made in our schools to train the powers of observation, analysis and inductive generalization? If not, why not? If all admit the debilitating effect of *cram*, of mechanical modes of teaching operating on memory alone, why not apply the obvious corrective?

I would direct attention to the reference, made by many of the Inspectors of Schools, to the introduction and reception of the Course in their Districts. To understand the true value and effect of these references, it is necessary to observe that the Course was not formally and directly introduced into the schools until the opening of the now current school year. The observations made relate to a state of things brought about by the individual and voluntary action of teachers who availed themselves of the Course before its official promulgation. It is proper to subjoin the following extract from the notes prefixed to the edition of the Course prepared for the registers of the schools:

*Object of the Course.*—The course has been sanctioned by the Council of Public Instruction as a guide to the proper adjustment and orderly sequence of studies, and as a basis of classification. Its primary aim is to improve the

Education imparted to the youth of this Province; not so much to make all schools alike, by impressing on their operations a mechanical uniformity, as to make each school more effective, by giving to its work a definite and continuous character.

*Advanced studies not excluded.*—The Course does not intertere with the freedom of local authorities in the sense either of prohibiting other lawful studies of which given pupils may be capable, or of imposing penalties for failure to observe all its details where circumstances may render this impracticable.

*Scope of the Course.*—The Course embraces the fundamental branches of knowledge, assigning to each its proper place, and securing for each its just measure of attention. Statistics show that the studies of more than nine-tenths of the pupils in attendance at our Public Schools are within the range of its provisions; while, undoubtedly, of the pupils reported as pursuing work in advance of the Course, many have been pressed forward to the neglect of fundamental branches.

*Applicable alike to Graded and Miscellaneous Schools.*—The Course simply marks out the elementary studies which are to be pursued, and the *order* in which they are to be pursued. It is left to the local authorities to make necessary incidental arrangements as regards allotment of time, classification, &c.

*Hints to Teachers.*—(1.) Circumstances may in some cases render it desirable to modify existing schemes of study *in the direction of the Course* rather than to summarily adopt its entire provisions. Every modification, however, should be in that direction. This remark applies chiefly to graded schools.

(2.) The lessons on nature are designed to be purely oral, simple in style and matter, and as far as conditions admit, objective in their character. The course outlined in these lessons is not to be understood as rigidly fixed in its details. Teachers, though urged to follow the order prescribed, are allowed a reasonable latitude in varying topics of lessons.

(3.) Every teacher of an ungraded school should prepare and preserve a a record of its classification in relation to the provisions of the Course. On the termination of his engagement, the record should be handed, with the register of the school, to the Secretary of Trustees, for the guidance of the incoming teacher.

(4.) On receiving a copy of the Course of Study, each teacher should paste it on the inside (right hand) of the cover of the Register, so as to read lengthwise of the cover. The due preservation of the Course is a matter of importance.

In reference to the provision of a supplemental Course, securing the systematic gradation of the more advanced studies, I need add little to the following extract from my last year's Report. Owing to the cautious deliberation entirely proper in a matter of so much importance, the Provincial Educational Association did not, as I was led to anticipate, succeed in definitely formulating a Course at its last session. It so happens therefore, that the paragraph in its statements of fact is as true now as when originally submitted:

"The Course of Study for the Common Schools requires as its supplement a Course for High Schools covering the ground between the Common School and the College or University. It is important to give to the educational operations of the Province a character of consistency, solidity, and strength, but this is quite imposible in the absence of unity of plan and method. I

may observe that the Committee of the Provincial Educational Association at present engaged in perfecting a scheme of High School studies with the view of its ultimate submission to the Council of Public Instruction, are taking steps to secure if possible the assent of the Faculties of the various Colleges of the Province to common matriculation standards Till this is effected our High School Teachers, so far as the preparation of students for College is concerned, must labor under great embarrassment.* I would express the hope, without I trust giving offence to any, that it will be found possible to settle this matter on principles which will afford every reasonable incentive to the prosecution of proper High School studies in our High Schools, free the Collegiate Faculties from the necessity of expending their time and strength on that which properly belongs to secondary education, and establish harmonious and helpful relations between institutions whose work must be imperfect in proportion to its isolation."

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## EXPENDITURE.—(See Tables XII, XIII, XIV.)

### PROVINCIAL.

The total Government expenditure for Education for the year was $184,627.18, as compared with $185,518.80 for 1881, decrease $891.62. The Provincial or Common School grants paid directly to teachers amounted in the aggregate to $149,058.22,—increase, $884.72. A detailed statement of the distribution of these grants for the Winter Term was published, as the law directs, in the *Journal of Education* for October last. A similar statement for the Summer Term is awaiting publication in the forthcoming issue of the *Journal* in April.

The following are the aggregates of these grants for the past six years:

| | |
|---|---|
| 1877 | $147,574.14 |
| 1878 | 150,455 97 |
| 1879 | 151,655.39 |
| 1880 | 143,493.92 |
| 1881 | 148,173.50 |
| 1882 | 149,058.22 |

The elements on which the variation from year to year depends are the *number of teachers, grades of license held by teachers,* and *relative time schools are open.*

The expenditure for 1881 included one quarter's grant to Colleges amounting to $3,800. There is no corresponding item in the accounts of the year under review, but as a partial offset there has been an increased expenditure in County Academy grants of $1,993. It will

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* Three Principals of County Academies met in my office during the Christmas vacation. One informed me that he was preparing one student for King's College, one for Acadia, and one for Dalhousie; another had two in preparation for Acadia, two for Dalhousie, and one for Sackville; the other, two for Dalhouise, and one each for Acadia and Sackville. These Colleges have all different, but not essentially dissimilar, matriculation standards. The sheer waste of labor on the part of our High School teachers in being thus obliged to keep up separate classes for individuals, and unnecessarily duplicate and triplicate work, loudly calls for reform.

be seen that the difference between the two years in all other branches of expenditure involving the Provincial Treasury was $20.69 in favor of 1881.

## COUNTY.

The provisions of the law for the levying and apportionment of the County Fund are as follows:

"The Clerk of the Peace in each county, except as hereinafter provided in relation to the City of Halifax, shall add to the sum annually voted for general county purposes, at the general sessions, a sum sufficient, after deducting costs of collection and probable loss, to yield an amount equal to thirty cents for every inhabitant of the county, according to the last census preceding the issue of the county rate-roll; and the sum so added shall form and be a portion of the county rates. One-half the sum thus raised shall be paid semi-annually by the County Treasurer upon the order of the Superintendent of Education.

One-half of the amount provided to be raised annually, as aforesaid, shall, at the close of each half year, be apportioned to the Trustees of Schools conducted in accordance with this Chapter, to be applied to the payment of teachers' salaries; and each school shall be entitled to participate therein, at the rate of twelve and a half dollars per term for each licensed teacher employed, and the balance of the county fund shall be distributed among the schools according to the average number of pupils in attendance and the length of time in operation, but shall receive no allowance for being in session more than the prescribed number of days in any one half-year."

The amount levied under authority of the above provisions for the ten years, 1873-82 (both included) was for the whole Province $107,000 annually. The apportionment of this sum for 1882, as provided for above and by the subjoined Act in relation to the Education of the Blind, was as follows:

| | |
|---|---|
| Paid to Trustees in proportion to the average number of pupils and length of time Schools were in operation.. | $63,597 00 |
| Paid to Trustees in respect to Teachers employed..... | 42,571 70 |
| Paid Halifax Institution for the Blind..... | 780 00 |
| | $106,948 70 |

The gross annual amount of the Provincial County Fund for the decade beginning with the now current year will be $121,341. Clerks of the Municipalities have been duly notified of the amounts for their respective Municipalities.

The following is a copy of the Act relating to the Education for the Blind according to which the payments above referred to were made.

Be it enacted by the Governor, Council and Assembly as follows:—

1. The parent or guardian of any blind person between the ages of ten and twenty-one years, who has, under the provisions of chapter 33 of the

Revisod Statutes of Nova Scotia, 4th series, a settlement within any county or district of the Province, incorporated by chapter 1, statutes of 1879, may apply to the Warden of such Municipality for an order for the admission of such person into the Halifax Asylum for the Blind, which order the said Warden shall at once grant under his hand and the corporate seal of the Municipality, on being satisfied that such blind person is between the ages above prescribed and has a legal settlement in the Municipality.

2. Such order shall entitle the blind person named therein to be received into the Halifax Asylum for the Blind, and, subject to conditions hereinafter described, to be educated and boarded therein during the school terms. Pupils under thirteen years of age when entering the school shall be entitled to remain seven years; those entering between the ages of thirteen and seventeen shall be entitled to remain five years; and those between the ages of seventeen and twenty-one years to remain three years.

3. For every blind person received into the Halifax Asylum for the Blind pursuant to this Act, and educated and boarded therein, the Board of Managers of the Halifax Asylum for the blind shall receive from the Provincial Treasuary at the rate of sixty dollars per annum, payable half yearly, and also to receive at the same rate from the county school fund of the Municipality to which the said blind person belongs. When such Municipality shall not comprise an entire county, the last mentioned grant of sixty dollars shall be charged against the county school funds of both districts included within the county in proportion to the amounts of their respective school allowance derived from the county school fund.

4. It shall be the duty of the Managers of the Halifax Asylum for the Blind to furnish semi-annually to the Council of Public Instruction full returns of the names, ages, residence, &c., of the pupils in respect of whom the above grants may be claimed.

5. In the semi-annual apportionment of the county school fund the Superintendent of Education shall include the amounts due the managers of the Halifax Asylum for the Blind, and issue drafts therefor on the treasury of the respective Municipalities.

6. The Provincial Secretary shall be *ex-officio* a member of the Board of Managers of the Halifax Asylum for the Blind.

7. In the case of any incorporated city or town within the Province in which any blind person as is designated in the first section of the Act has a legal settlement, an allowance to the Board of Managers of the said Asylum of sixty dollars per annum may be assessed upon the inhabitants of the said city or town in case such city or town does not contribute to or draw from the county school fund, and in such case said sum shall be paid to the said Managers for each such blind person sent to the said Asylum, and each such blind person shall be admitted to said Asylum in the manner prescribed in the first section of this Act, the chief executive officer of the corporation exercising the powers therein conferred upon the Warden of the Municipality; and there shall be paid to the said Managers from the Provincial Treasury for each such blind person for which such city or town contributes such allowance, the sum of sixty dollars, in like manner as is provided in the third section of this Act.

Details respecting the apportionment of the County Fund will be found in Tables XII and XIII. The sectional apportionments for the Winter Term were published in the Journal of Education for October last. Those for the Summer Term will appear in the April issue.

### SECTIONAL.

The total sectional assessments for the direct support of schools, as reported, amount to $254,659.51, an increase of $12,476.97. The sum levied throughout the Province for building and repair of school houses is $35,904.25, decrease $7,999.48. As, in spite of strong efforts put forth to secure full returns, many sections fail to report the required items of sectional assessment, the above figures are somewhat below the actual sums levied for the purposes specified.

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## IRREGULARITY OF ATTENDANCE—COMPULSORY EDUCATION.

In several of my former reports I have given considerable prominence to the subject of irregular attendance. This is a matter which has excited attention in connection with every system of public instruction with the history of whose development and progress I have been able to make myself acquainted. It is considered in several of the Inspectors' reports, and to explain certain references therein contained, I think it proper to present in this connection a copy of "AN ACT TO SECURE BETTER ATTENDANCE AT PUBLIC SCHOOLS:" (Introduced by Mr. Harrington in the House of Assembly, January 30th, 1882; then read a first time. Read a second time February 13, 1882. Consideration deferred, and ordered to be printed for the information of electors.)

Be it enacted by the Governor, Council, and Assembly, as follows:

1. It shall be the duty of the Chairman of each Annual School Meeting, held under the provisions of Chapter 32, Revised Statutes, 4th Series, to call upon the qualified voters present at such meeting to vote *yea* or *nay* on the resolution embraced in Schedule A.

2. Whenever a majority of the qualified voters present shall have voted in favor of the resolution embraced in Schedule aforesaid, it shall be the duty of Trustees of Schools to ascertain through their Secretary, or other person or persons appointed for that purpose, before the first day of November following the School Meeting, the names and ages of all children residing in the Section, between the ages of seven (7) and fourteen (14), and the names of their parents or guardians, and to preserve carefully-prepared lists of the same.

3. To ascertain as soon as possible after the first of June next ensuing, how many of the children embraced in the foregoing list have not been at school for 80 full days during the then current *school year*, and to notify the

parents or guardians of such children of the exact number of days' attendance made by their children, from the first of November until the first of June.

4. To ascertain as soon as possible after the close of the school year how many of the children of the Section have not been at school during the School Year for the period of 80 full days, and to impose upon the parents or guardians of such children a fine of Two Dollars for each child who has attended school no portion of the year, and *pro rata* in the case of each child who has attended school, but has not reached the period of 80 full days.

5. Such fines shall be collected in connection with the Sectional School rates of the following year, and as a part thereof.

6. In case the Annual Meeting does not make provisions to compensate the Trustees for the discharge of the duties imposed by this Chapter, the Trustees are empowered to assess upon the ratepayers of the Section such sum as the Inspector of Schools shall deem to be reasonable and proper for that purpose.

7. In imposing fines for failure to attend the required minimum period of 80 full days, Trustees shall exempt such parents or guardians as can show that their children are being properly educated otherwise than in the public schools, or whose children are by reason of delicate health, or other sufficient causes, prevented from attendance.

8. Parents or guardians fined under the provisions of this Chapter can appeal within ten days from the imposing of said fine to any Police Magistrate or Stipendiary Magistrate residing in the Section, or in the absence of such officer, to any acting Justice of the Peace, who may remit or modify the fine after hearing evidence in such case.

9. It shall be the duty of the Mayor of the City of Halifax to submit annually, on or before the first day of October, to the City Council, the resolution embraced in Schedule A, with the substitution of the words "the City of Halifax" for the words "this Section," as found in Schedule.

10. Whenever the resolution aforesaid shall have received the assent of a majority of the members of the City Council voting thereon, the Commissioners of Schools, on receiving due notice of such action of the City Council, shall and are hereby required to perform, in respect to the City of Halifax, all the duties assigned by sections 2, 3, 4, 5, and 6 of this Act to Trustees of Schools, in regard to their respective School Sections, and to report to the City Council, as soon after the first of November as possible, all fines imposed by them under provisions of section 4.

11. It shall be the duty of the Warden, or Presiding Officer, of each Town in the Province having special Municipal incorporation, to submit annually, on or before the first day of October, to the Town Council the resolution embraced in Schedule A, with the substitution of the word "Town" for "Section," as found in Schedule.

12 Whenever the resolution aforesaid shall have received the assent of a majority of the members of the Town Council voting thereon, the Town Council shall and are hereby required to perform, in respect to the Municipality, the duties assigned by sections 2, 3, 4, 5, 6, and 7 to Trustees of Schools, in regard to their respective Sections.

13. Sections 4 and 6 of this Act shall be taken as applicable to the City of Halifax and Incorporated Towns, as well as to ordinary School Sections.

14. This Act may be cited as the "Act to Secure Better Attendance at Public Schools.

## SCHEDULE A.

Resolved, That the provisions of Chapter entitled, An Act to secure better attendance at Public Schools, shall be made operative in this Section.

## SCHEDULE B.

*To any of the Constables of said County:*

We command you to summon A. B., of.....County, to appear before me at.....on he....day of.....at....o'clock in the....noon to answer to the charge of having failed to cause B. C. to attend School, as provided by the Act to secure better attendance at Public Schools.

Hereof fail not, and make due return hereof, within ten days from the date hereof.

Dated at.....this....day of.....A. D. 188

C. D., *Trustee.*

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## EXTRACTS FROM INSPECTORS' REPORTS.

"I forwarded in due time to all the sections, 'The Act to Secure Better Attendance at Public Schools.'

"Upon careful examination of the Minutes of Annual Meetings, together with such information as I have since obtained, I find the vote stands as follows:—

| | | |
|---|---|---|
| Approved unanimously | 25 | sections |
| " by a majority | 18 | " |
| Rejected unanimously | 15 | " |
| " by a majority | 7 | " |

In other sections it does not appear to have been submitted.

HINKLE CONDON,
*District No. 1.*"

"As instructed by you, I forwarded through the mail to every section in the district copies of the 'Act to Secure Better Attendance at Public Schools.' The object for which they were distributed appears not to have been generally understood, as the subject was brought up only at forty-six meetings, in twenty-four of which the principle of the bill was approved. I have conversed with leading men in different sections since the meeting, amongst them those that opposed it, and discovered that very few had a correct idea of what was set forth in the Act. I am convinced that were the *ages* changed to 7 and 12, instead of 14 years, as at present, and the features of the bill explained to the people, a very large majority would approve of it.

T. R. PATTILLO,
*District No. 2.*"

"Copies of the 'Act to Secure Better Attendance at Public Schools,' were sent to the Secretaries of the different sections. It does not appear to have been carefully considered or well understood, as in the larger portion of the

sections no expression of opinion was recorded on the Minutes. Of the remainder, the vote in thirty-one sections was favorable to the Act and nine adverse to it. From the ratio of the votes given it may be inferred that if the measure had been discussed and tested at all the meetings of rate-payers it would have received a large support.

"The fact of so large a number of children being still absent from our schools is evidence of the need of some Act to arouse neglectful parents from their indifference and compel them to secure for their offspring some portion of the instruction so readily attainable at our public schools."

A. C. A. DOANE,
*District No. 3.*"

"The daily attendance of pupils at school has not improved * * * * * * * * * * * * * * * These figures show an amount of criminal indifference on the part of many parents to the educational advancement of their children which is very reprehensible. Judging from the past there is apparently no prospect of material improvement short of a judicious enactment for the purpose of enforcing the attendance of pupils at schools within reasonable limits.

The bill now before the country entitled "An Act to secure better attendance at Public Schools," so far as I have had an opportunity of ascertaining, will meet with approval in most sections throughout this district, and, if the same become law, will be quite generally adopted. The provisions of this bill are so reasonable that they ought to commend themselves to the favorable consideration of even the opponents of Compulsory Education.

L. S. MORSE,
*District No. 4.*"

"From the County of Cape Breton, only 39 Sections forwarded copies of the minutes of their last annual meetings, and from Richmond 30 were received. Hence a very imperfect idea of the wishes of the people of the district has been conveyed by these records, respecting the proposed "Act to secure better attendance at Public Schools.' A copy of the bill was forwarded promptly on receipt of the parcels from the Education Office to each section, and in most cases must have reached their destination in time. Of the 39 Sections of Cape Breton from which minutes have been received, 16 voted yea, and 4 nay, while 19 made no mention of the matter. Of the 30 Richmond Sections heard from, 14 voted yea, 5 nay, and 11 did not refer to it."

M. J. T. MACNEIL,
*District No. 7.*"

"Mr. Harrington's Bill, which was distributed throughout the district just before the last annual school meeting, with the view of securing an expression of opinion relative to the advisability of enacting such a measure, met with the disapproval of a very large majority of the Sections. It may be there was a misconception as to the purpose for which the copies of the Bill were distributed; I believe such was the case. Certainly there cannot be the least doubt the enactment of such a measure and the adoption by the different sections in which careless and indifferent parents reside would have a very salutary effect upon the attendance in such schools."

D. H. SMITH,
*District No. 9.*"

"The annual meeting vote on the 'Act to secure better attendance at Public Schools' shows a small majority in its favor. It would be adopted without question were its provisions more perfectly understood.

W. D. MACKENZIE,
*District No. 10.*"

I do not propose to discuss the merits of the measure under consideration, nor its adequacy to accomplish the confessedly desirable end of securing for the entire youth of the Province participation in the blessings of Education. It is sufficient to observe that the cautious moderation of its provisions seems to recognize the fact that public opinion on the subject is not mature enough to justify a strictly compulsory enactment. I have conceived my duty in the matter of encouraging attendance, to lie chiefly in the line of developing the attractive power of the schools themselves. However just and guarded the provisions of a compulsory law may be, they can never, *by themselves*, secure the end sought. Proper school accommodation and appliances; earnest, sympathetic, capable teachers; natural methods of instruction in subjects so chosen and arranged, as to secure the harmonious development of all the human faculties, particularly the proper training of the perceptive powers; and the due recognition in all school work of the industrial spirit of our age, cannot be dispensed with. Whatever legitimate adjuncts are within reach, these must be relied on as the prime means of promoting regularity of attendance. I must frankly admit that we have not yet exhausted the available efficacy of these means. In many of our centres of population, the provision for primary education is neither adequate nor attractive. Due care is not taken to appoint and retain teachers for the lower grades having special qualifications for directing the activities of childhood. Throughout the rural sections, too, the employment of teachers, inexperienced and inefficient, *licensed*, but not *trained*, is partially responsible for the evil complained of. Within the scope of the higher grade of schools, any educational force operating more powerfully to the formation of sound intellectual tastes, or the development of a more intelligent interest in all practical knowledge, would certainly reflect itself in a largely increased attendance.

The foregoing views, substantially repeated from former reports, are not intended to call in question the propriety of considering other and more direct remedies. The subject of compulsory education is unquestionably exciting very general interest. I deem it, therefore, not inappropriate to offer certain additional suggestions, adapted in my opinion, to secure a proper apprehension of the issues involved. A fair preliminary inquiry would be: what is the magnitude of the evil which it is proposed to remedy? How large a proportion of the children of the Province are reaping no advantage from our schools, and presumably growing up in ignorance? The returns for the winter term of 1882, show that outside of the City of Halifax, 1724 schools were in operation in 1472 sections, with a registered attendance of 72,167 pupils. For the same sections, 15,647 children between the ages of 5 and 15, were reported as not attending school. The large number thus reported, in the absence of explanation, is calculated to

produce an exaggerated impression of the evil. Probably more than one-third of the whole number are under 8 years of age, while reasonable deductions should be made for sickness, distance from school, and lads near the older limit of age, placed at trades, or in business situations. The number reported as not at school during the summer term, viz: 13,165, as contrasted with a total registration of 76,145, would require, of course, a much smaller reduction on the score of infantile years, but a considerably larger one on account of older children justifiably employed at various forms of labor. I have thought it right to present these modifying circumstances, sometimes, perhaps, not duly borne in mind. They are necessary to a just view of the case, but do not disturb the general fact that many within the reach of educational facilities provided at large cost at the public expense, are growing up in ignorance.

The following principles and facts bearing on the general question may, I think, be assumed as well-established:—

1. That ignorance embodied in large masses of the population involves a grave possibility, nay certainty, of national danger and loss. The power of education as a moral and economic agent is often, no doubt, overrated, but that ignorance stands in a causal relation to much of the crime and pauperism which prevail is beyond all reasonable doubt. Proved true by inductions too wide and varied to admit of question, as demonstrable, in fact, as the Copernican theory or the circulation of the blood, it must be accepted as one of the primary data of sociology. This is the view of the ripest educators, the profoundest statisticians, the most enlightened statesmen. His Eminence Cardinal Manning, in an article* which has attracted much attention, bears this testimony: * * * * "It cannot be denied that the State is justified in providing for the education of its people. It has a right to protect itself from the dangers arising from ignorance and vice, which breed crime and turbulence. It has a duty also to protect children from the neglect and sin of parents, and to guard their rights to receive an education which shall fit them for human society and civil life." An American prelate†, of another communion and of almost equal celebrity, speaks thus emphatically on a point regarding which a few still venture to express doubts: "And all experience and every page of history confirm the assertion (that knowledge is the universal right of man) in the close kindred which has everywhere been proved of ignorance and vice with wretchedness and slavery. And we say further that the security of this inherent right to every individual, and its extension in the fullest measure to the greatest number is the universal interest of man; so that they who deny or abridge it to their fellows, are undermining the foundations of Government, weakening the hold of society, and preparing the way for that unsettling and dissolving of all human institutions, which must result in anarchy and ruin, and in which they who who have the greatest stake must be the greatest sufferers."

* *Nineteenth Century* for December, 1882.

† Bishop Doane, of Albany.

2. It follows as a natural sequence that society or the State has a right to protect itself from the dangers and evils of ignorance by taking advantage of its powers to enforce, within the limits of reason, the universal diffusion of elementary knowledge. To urge parental rights against this right of society involves a deeper contradiction than that which lies on the face of it; for how can parental rights be pleaded to justify neglect of parental duties?

3. Following out the foregoing principles a large circle of highly civilized nations, embracing a wide variety of political institutions, social customs and religious beliefs, have enacted laws enforcing the acquisition of a certain minimum of knowledge. All available testimony goes to prove that in many countries such laws are working satisfactorily, and that their operation is regarded with increasing favor as time advances and experience broadens. A high authority already quoted recognizes in the compulsory feature of the English Education Act of 1870, a principle which has worked itself so deeply into public opinion that no proposition at variance with it would be listened to; as, in fact, an irreversible condition, on which as a a basis, and from which as a starting point, all future educational efforts must be made.

But in matters of public policy, there is an intelligible distinction between *rights* and *expediency* Our own Province has an unquestionable *right*, if such should be the will of a majority of the people, to establish a Provincial Law School, Medical College, Agricultural College, or University. Whether it is *expedient*, under present circumstances, to establish one or all of these institutions, is a fair matter for debate. In this view of the question at issue, the following considerations are presented, not as arguments for inaction, but as matters to be properly taken into account, before a final decision is reached:—

1. In some countries laws providing for compulsory education have proved inoperative. In some of the States of the American Union, such laws, are, to quote a phrase, "obsolescent, if not obsolete." Our neighboring Province of Ontario has in her statute book a mild statute of this character, differing from the measure under consideration chiefly in being without the feature of local option. This law I am not prepared to pronounce "a dead letter," yet, it certainly gives very feeble indications of vitality. Ontario had twenty years' start of Nova Scotia in the matter of free education; her population, the inhabited portions of the two Provinces being taken into account, is considerably more centralized, and favorable to good attendance; she has had for years the law just referred to, and yet she is not in advance of our own Province in the proportion of her children which she is educating.

2. A collation of facts serves to show that the carrying out of a scheme of compulsory education is easiest in countries where society is sharply divided into classes, and where public education is regarded, not as with us, an instrument operating for the universal good, but as

simply a means for purifying and elevating the lower social strata. It agrees with this view, both theoretically and practically, that large cities furnish the fairest field for the successful operation of compulsory systems.

The conclusion of the whole matter would seem to be that no country, with conditions substantially like those of Nova Scotia, affords our legislators the light of a very positive example, and that possibly it may be found impracticable to formulate a measure applicable alike to dense centres of population, and thinly-peopled rural districts.

## PROVINCIAL EDUCATIONAL ASSOCIATION.

### TEACHERS' ASSOCIATION.

The third annual meeting of the Provincial Educational Association was held at Truro on the 12th and 13th of July. The attendance was very large, probably surpassing that at any similar educational gathering ever held in any Province of the Dominion. Upwards of two hundred and fifty licensed Teachers were present and enrolled as members. Other persons, in various relations connected with the educational service, swelled the entire enrolled membership to nearly three hundred. Valuable papers by several members of the Association were presented and duly discussed. The report of the committee appointed at the previous annual meeting to prepare an outline course of study for advanced and High Schools received careful consideration While the general features of the course submitted seemed to meet with approval, it was deemed expedient after protracted discussion, to postpone final action until the next meeting of the Association. Provision was made for the further consideration of the details of the course, in the interim, by a competent Committee.

The Executive Committee had fortunately been able to secure for the Association the presence and aid of Walter Smith, Esq., widely and favorably known as State Director of Art Education for Massachusetts. Two sessions were devoted to lectures on *Industrial Drawing*, and one to a more popular address on *Art Education in Relation to Industrial Development and Household Taste*, by that gentleman. In the former, delivered to the Association in its usual place of meeting, the claims of Industrial Drawing to recognition as a regular branch of school instruction were clearly set forth, the progressive stages of the art of drawing developed, and hints and illustrations of great practical value given. Their general effect was a marked increase both of zeal and knowledge on the part of teachers present in respect to the introduction of drawing into their schools. The more popular address dealt with the history of art education and the industrial development of nations in a very able manner, and its cogent reasoning was all the more effective from the occasional relief of pleasant sallies of humor. Through arrangements made by the Association, this address was subsequently delivered in Halifax, where

it produced a most favorable impression on a large and intelligent audience.

There are regularly organized Teachers' Associations in the following Inspectoral Districts: No. 4, No. 5. No. 6, No. 7, No. 8, No. 10. I have been able to attend during the past year the annual meeting of these bodies, with the exception of that of District No. 8 (Counties of Inverness and Victo ia). Personally, I have found these gatherings of great service. The exercises have, so far as my observation has extended and, I believe, uniformly, been conducted with an order and decorum worthy of the profession whose interests they are designed to promote. Interesting details of the Associations will be found in the reports of the Inspectors of Schools for the above-mentioned districts.

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## REVISION OF THE EDUCATIONAL STATUTES.

I would respectfully recommend that advantage be taken of the general revision of the Provincial Statutes now in progress to recast in a simpler form certain parts of chapter 32, Revised Statutes, 4th series, and its amending Acts, particularly some of the paragraphs which are of a directory character. The local administration of the Act relating to Public Instruction is of necessity chiefly in the hands of men busy with their own affairs, and to whom clear and unmistakable directions are of great importance. It is by no means claimed that the amount of actual litigation which has occurred in connection with the working of our educational system has been large, in relation to the number of persons affected and the amount of property involved. But the fact that a large proportion of the cases in which the interposition of the Courts has been invoked, in respect to the alteration and division of sections, the levying of taxes, the election of Trustees and similar matters, have been due to obscurity in the law, as has been more than once acknowledged by the Courts themselves, justifies the recommendation I have made. Several of the existing provisions were incidental and necessary to the *introduction* of the system of Free Schools, but in the present settled state of affairs involve a good deal of awkwardness and uncertainty in their practical working. Among others, the paragraphs of the law relating to the appointment, or election, of trustees to fill vacancies, the incapacity and neglect of duty of Trustees, the calling of special school meetings, and the sanction of sites for school houses, might advantageously be re-written, and simpler methods of procedure provided.

I would also suggest as proper subjects of inquiry, the following:—

1. Whether some moderate and properly guarded statutory provision for expropriating land on which to erect school-buildings is not required. Cases have come under my notice in which whole communities have suffered grievous educational loss from the refusal of owners to sell the only eligible school-house sites to be found in a section. Such provision is made in the statutes of Ontario and New

Brunswick, and has not been found to conflict with a due regard to private interests and rights. In many of the Courts of the United States, it has been held that even where no special statute exists, the principles of the law of eminent domain warrant the expropriation of land for a purpose so fundamental to the well-being of society.

2 Whether the existing provision of the law, whereby a resident of a school section draws into that section for the purposes of sectional assessment all the property of which he may be the owner within the limits of the *County*, is a just one. I content myself with directing attention to the point. The subject has been repeatedly discussed in the Legislature, and the principle finally settled upon was regarded as a fair compromise. Complaints as to the unfairness of its operation are, however, very frequent. Beyond all question it permits much property to escape its proper burden of taxation, and in cases of real estate worked for the owner by hired agents with families of children, it perpetrates a manifest injustice. Property owned by firms and companies is made an exception and is taxable where situate, so that under the law as it now stands, such an anomaly as the following sometimes occurs. Two contiguous sections have each a large milling establishment or factory, employing a large number of laborers with families, and owned by non-residents. One of these properties is owned by a firm, and consequently contributes to the maintenance of education in the section. The other is under individual ownership, by virtue of which it is freed from such liability, and if taxed at all, helps to support the schools of a distant section. It is possible that the opposite principle, which would let all property be taxed where it is situated, might be found to involve equally grave anomalies, but the whole subject I regard as one eminently worthy of careful legislative consideration.

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Some provision should be immediately made for providing Inspectors, Boards of School Commissioners, and Trustees, with revised lists of the boundaries of School Sections. In several counties, litigation of a serious character has arisen from the imperfections of these records. I would suggest a short Act providing for the appropriation of a small portion of the County School Fund, where needed, for the purpose of procuring full, distinct, and authoritative descriptions of sectional boundaries.

The Department should be provided with a new and improved set of plans for school-houses. Only a few tattered sheets of the volumes prepared in 1865 remain; and it is impossible to comply with the frequent requests of trustees for guidance in the matter of building.

The reports of the Inspectors of Schools are contained in Appendix B. In commending these documents to careful perusal, I will not be understood as assuming responsibility for particular opinions expressed therein. I do desire, however, to recognize the fidelity with which

the Inspectors, in all matters coming under my notice, have striven to fulfil their varied, responsible and laborious duties. I desire, also, to record my deliberate conviction that no portion of our educational expenditure is more directly fruitful of good results than that which maintains an agency taking official cognizance, by systematic and periodic inspection, of all instruction in respect of which public money is claimed; providing for the uniform administration of the law and regulations; promoting the harmonious co-operation of the various classes of which society is composed, and removing occasions of litigation and strife; and affording a healthy stimulus to teachers anxious to discharge their duties faithfully, while acting as a constant check on indifference, incapacity and fraud.

In appendix C will be found the Report of the Chairman of the Board of School Commissioners for the City of Halifax, with the connected report to that body of the Supervisor of the City Schools. Among other matters of interest referred to in these reports, the steps taken by the Board to place within reach of all the children in their schools instruction in industrial drawing deserve special recognition.

All of which is respectfully submitted,

By Your Honor's obedient servant,

DAVID ALLISON,
*Superintendent of Education.*

EDUCATION OFFICE, Halifax.

# PART II.

# STATISTICAL TABLES.

## Public Schools, County Academies, and Special Academies.

## TABLE I.—PRELIMINARY.

| COUNTY. | No. of Sections. | Winter Term ended April 30, 1882. | | | | Summer Term ended Oct. 31, 1882. | | | | | Year ended Oct. 31, 1882. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of Sections having no School this Term. | No. of Schools in Session. | No. of Teachers and Licensed Assistants. | No of Registered Pupils. | No. of Sections having no School this Term. | No. of Schools in Session. | No. of Teachers and Licensed Assistants. | No. of Registered Pupils. | No. of Pupils registered *not* on Register of previous term. | No. of Sections having no School during year. | Total No. of different Pupils during year. | Proportion of population (Census 1881,) at School during year. |
| Annapolis | 102 | 18 | 97 | 97 | 3656 | 11 | 102 | 102 | 3704 | 930 | 8 | 4586 | 1 in 4.2 |
| Antigonish | 81 | 14 | 75 | 78 | 3121 | 3 | 85 | 87 | 3707 | 909 | 3 | 4030 | 1 " 4.4 |
| Cape Breton | 130 | 32 | 123 | 123 | 5366 | 30 | 126 | 126 | 5921 | 1106 | 20 | 6472 | 1 " 4.8 |
| Colchester | 118 | 13 | 124 | 131 | 5052 | 8 | 129 | 135 | 5576 | 1304 | 7 | 6356 | 1 " 4.2 |
| Cumberland | 137 | 35 | 119 | 121 | 4513 | 11 | 145 | 146 | 5654 | 1446 | 3 | 5959 | 1 " 4.5 |
| Digby | 76 | 21 | 71 | 79 | 3479 | 13 | 79 | 83 | 3925 | 1143 | 7 | 4622 | 1 " 4.3 |
| Guysborough | 91 | 35 | 66 | 68 | 2694 | 24 | 74 | 77 | 2968 | 913 | 14 | 3607 | 1 " 4.9 |
| Halifax | 128 | 27 | 116 | 119 | 5064 | 20 | 124 | 133 | 5312 | 1150 | 9 | 6214 | 1 " 5.1 |
| " City | 1 | ..... | 96 | 96 | 4721 | ..... | 97 | 97 | 5051 | 830 | ..... | 5551 | 1 " 6.5 |
| Hants | 98 | 23 | 96 | 97 | 4088 | 12 | 105 | 109 | 4809 | 1431 | 6 | 5519 | 1 " 4.2 |
| Inverness | 152 | 10 | 142 | 163 | 5492 | 6 | 146 | 162 | 5660 | 1037 | 3 | 6529 | 1 " 3.9 |
| Kings | 105 | 17 | 102 | 111 | 4416 | 12 | 103 | 109 | 4233 | 1244 | 4 | 5660 | 1 " 4.1 |
| Lunenburg | 135 | 17 | 120 | 124 | 5307 | 26 | 111 | 113 | 4567 | 1043 | 17 | 6350 | 1 " 4.5 |
| Pictou | 133 | 19 | 148 | 150 | 6580 | 14 | 154 | 157 | 6919 | 1407 | 7 | 7987 | 1 " 4.4 |
| Queens | 42 | 6 | 51 | 52 | 2044 | 3 | 53 | 53 | 2050 | 476 | 1 | 2520 | 1 " 4.1 |
| Richmond | 68 | 14 | 62 | 62 | 2268 | 10 | 66 | 66 | 2564 | 640 | 4 | 2908 | 1 " 5.2 |
| Shelburne | 64 | 17 | 58 | 58 | 2581 | 11 | 63 | 64 | 2591 | 724 | 7 | 3305 | 1 " 4.5 |
| Victoria | 83 | 18 | 65 | 65 | 2029 | 21 | 62 | 35 | 2088 | 440 | 10 | 2469 | 1 " 5. |
| Yarmouth | 70 | 6 | 89 | 96 | 4417 | 11 | 86 | 91 | 3967 | 851 | 3 | 5268 | 1 " 4. |
| Total, 1882 | 1814 | 342 | 1820 | 1890 | 76888 | 246 | 1910 | 1975 | 81196 | 19024 | 133 | 95912 | 1 " 4.5 |
| " 1881 | 1799 | 361 | 1763 | 1822 | 77468 | 252 | 1877 | 1938 | 80189 | 20680 | 128 | 98148 | 1 " 4.4 |
| Increase | 15 | ..... | 57 | 68 | ..... | ..... | 33 | 37 | 1007 | ..... | 5 | ..... | ..... |
| Decrease | ..... | 19 | ..... | ..... | 580 | 6 | ..... | ..... | ..... | 1656 | ..... | 2236 | 1 " 197 |

## TABLE II.—PUBLIC SCHOOLS: TEACHERS EMPLOYED.

| COUNTY. | Winter Term. | | | | | | | | | | | Summer Term. | | | | | | | | | | | No. of Licensed Assistants. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male Teachers. | | | | Female Teachers. | | | | Total. | | | Male Teachers. | | | | Female Teachers. | | | | Total. | | | Winter. | | Summer. | |
| Grade | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Males. | Females. | Both. | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Males. | Females. | Both. | M. | F. | M. | F. |
| Annapolis | 2 | 24 | 19 | 2 | .... | 1 | 28 | 21 | 47 | 50 | 97 | 2 | 17 | 13 | 3 | .... | 1 | 39 | 27 | 35 | 67 | 102 | .... | .... | .... | .... |
| Antigonish | 1 | 16 | 17 | 11 | .... | 3 | 10 | 17 | 45 | 30 | 75 | 1 | 16 | 19 | 11 | .... | 3 | 13 | 22 | 47 | 38 | 85 | 1 | 2 | 1 | 1 |
| Cape Breton | 3 | 22 | 25 | 38 | .... | 1 | 17 | 38 | 88 | 35 | 123 | 3 | 20 | 24 | 35 | .... | 2 | 19 | 23 | 82 | 44 | 126 | .... | .... | .... | .... |
| Colchester | 1 | 11 | 14 | 2 | .... | 9 | 56 | 17 | 28 | 103 | 131 | 1 | 11 | 12 | 2 | .... | 4 | 59 | 46 | 26 | 109 | 135 | .... | .... | .... | .... |
| Cumberland | 1 | 6 | 13 | 5 | .... | 3 | 40 | 52 | 25 | 95 | 120 | 1 | 6 | 6 | 4 | .... | 4 | 53 | 72 | 17 | 129 | 146 | .... | 1 | .... | .... |
| Digby | 2 | 10 | 6 | 10 | .... | 2 | 11 | 30 | 28 | 43 | 71 | 1 | 9 | 7 | 12 | .... | 2 | 14 | 34 | 29 | 50 | 79 | .... | 8 | .... | 4 |
| Guysborough | 2 | 8 | 4 | 6 | .... | 2 | 16 | 29 | 20 | 47 | 67 | 2 | 8 | 3 | 8 | .... | 1 | 17 | 38 | 21 | 56 | 77 | 1 | .... | .... | .... |
| Halifax | ... | 5 | 12 | 8 | .... | 5 | 54 | 33 | 25 | 92 | 117 | ... | 6 | 11 | 5 | .... | 5 | 57 | 46 | 22 | 108 | 130 | .... | 2 | .... | 3 |
| " City | 2 | 11 | 1 | 1 | .... | 22 | 54 | 5 | 15 | 81 | 96 | 2 | 12 | 1 | 1 | .... | 18 | 58 | 5 | 16 | 81 | 97 | .... | .... | .... | .... |
| Hants | 1 | 15 | 10 | 3 | .... | 2 | 40 | 26 | 29 | 68 | 97 | ... | 15 | 8 | 4 | .... | 4 | 43 | 34 | 27 | 81 | 108 | .... | .... | .... | 1 |
| Inverness | 1 | 18 | 33 | 48 | .... | .... | 13 | 36 | 100 | 49 | 149 | 1 | 18 | 28 | 43 | .... | .... | 13 | 47 | 90 | 60 | 150 | 10 | 4 | 7 | 5 |
| Kings | 2 | 26 | 14 | 4 | .... | 3 | 33 | 24 | 46 | 60 | 106 | 2 | 18 | 5 | 3 | .... | 3 | 30 | 37 | 28 | 79 | 107 | 2 | 3 | .... | 2 |
| Lunenburg | 2 | 7 | 11 | 10 | .... | 4 | 39 | 51 | 30 | 94 | 124 | 1 | 6 | 7 | 8 | .... | 3 | 31 | 56 | 22 | 90 | 112 | .... | .... | .... | 1 |
| Pictou | 3 | 26 | 24 | 7 | .... | 2 | 48 | 40 | 60 | 90 | 150 | 4 | 17 | 23 | 7 | 2 | 3 | 49 | 52 | 51 | 106 | 157 | .... | .... | .... | .... |
| Queens | 1 | 6 | 4 | 1 | .... | .... | 23 | 17 | 12 | 40 | 52 | 1 | 5 | ... | 1 | .... | 1 | 22 | 23 | 7 | 46 | 53 | .... | .... | .... | .... |
| Richmond | ... | 9 | 12 | 15 | .... | 1 | 11 | 14 | 36 | 26 | 62 | ... | 9 | 15 | 12 | .... | 1 | 10 | 19 | 36 | 30 | 66 | .... | .... | .... | .... |
| Shelburne | 1 | 6 | 7 | 3 | .... | 2 | 19 | 20 | 17 | 41 | 58 | 1 | 4 | 4 | 1 | .... | 2 | 23 | 29 | 10 | 54 | 64 | .... | .... | .... | .... |
| Victoria | 1 | 4 | 9 | 25 | .... | 1 | 8 | 17 | 39 | 26 | 65 | 1 | 3 | 8 | 18 | .... | 1 | 10 | 23 | 30 | 34 | 64 | .... | .... | 1 | .... |
| Yarmouth | 2 | 16 | 7 | 3 | .... | 4 | 28 | 30 | 28 | 62 | 90 | 2 | 10 | 2 | 2 | .... | 4 | 32 | 36 | 16 | 72 | 88 | .... | 6 | .... | 3 |
| Total, 1882 | 28 | 246 | 242 | 202 | .... | 67 | 548 | 517 | 718 | 1132 | 1850 | 26 | 210 | 196 | 180 | 2 | 62 | 601 | 669 | 612 | 1334 | 1946 | 14 | 26 | 9 | 20 |
| " 1881 | 27 | 261 | 245 | 213 | 1 | 51 | 543 | 447 | 746 | 1042 | 1788 | 25 | 241 | 206 | 210 | .... | 53 | 601 | 569 | 682 | 1223 | 1905 | 11 | 23 | 9 | 26 |
| Increase | 1 | ... | ... | ... | .... | 16 | 5 | 70 | .... | 90 | 62 | 1 | ... | ... | ... | 2 | 9 | .... | 100 | .... | 111 | 41 | 3 | 3 | .... | .... |
| Decrease | ... | 15 | 3 | 11 | 1 | .... | .... | .... | 28 | .... | .... | ... | 31 | 10 | 30 | .... | .... | .... | .... | 70 | .... | .... | .... | .... | .... | 6 |

## TABLE III. — PUBLIC SCHOOLS: Period of Service, &c., of Teachers.

| COUNTY. | No. of Teachers engaged in the same Section as during the previous Term. | | No. of Teachers removed to a new Section. | | No. of new Teachers. | | No. of Teachers not more than 3 years in the Service. | | Period of Service of Teachers—Summer Term. Male Teachers, Grades A and B. | | | | | | | Female Teachers, Grades A, B and C. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Winter. | Summer. | Winter. | Summer. | Winter | Summer. | Winter. | Summer. | No. 1st term employed. | No. 2nd term employed. | No. upwards of a year but not more than 2 years in the service. | No. upwards of 2 but not more than 3 yrs. in the service. | No. upwards of 3 but not more than 5 yrs. in the service | No. upwards of 5 but not more than 7 yrs. in the service. | No. upwards of 7 yrs in the service. | No. 1st term employed in teaching. | No. 2nd term employed in teaching | No. upwards of 1 year but not more than 2 years in the service. | No. upwards of 2 but not more than 3 yrs. in the service. | No. upwards of 3 but not more than 5 yrs. in the service. | No. upwards of 5 but not more than 7 yrs. in the service. | No. upwards of 7 yrs. in the service. |
| Annapolis | 35 | 58 | 54 | 37 | 8 | 7 | 42 | 40 | .... | 1 | 2 | 1 | 2 | 3 | 10 | .... | 2 | 4 | 6 | 8 | 7 | 13 |
| Antigonish | 45 | 31 | 23 | 47 | 7 | 7 | 20 | 29 | .... | .... | .... | .... | 2 | 5 | 10 | 1 | .... | 1 | 3 | 2 | 6 | 3 |
| Cape Breton | 84 | 86 | 29 | 28 | 10 | 12 | 44 | 55 | .... | .... | 2 | 1 | 4 | 4 | 12 | 1 | 4 | 3 | 1 | 7 | 4 | 1 |
| Colchester | 61 | 75 | 52 | 42 | 18 | 18 | 51 | 58 | .... | .... | 3 | 1 | 3 | 2 | 3 | 2 | 9 | 7 | 5 | 16 | 5 | 19 |
| Cumberland | 69 | 76 | 41 | 43 | 10 | 27 | 41 | 62 | .... | .... | .... | .... | 1 | 1 | 5 | 4 | 4 | 6 | 7 | 13 | 11 | 12 |
| Digby | 38 | 38 | 26 | 35 | 7 | 6 | 28 | 31 | .... | .... | .... | 2 | 2 | .... | 6 | 1 | .... | .... | 3 | 5 | 1 | 6 |
| Guysborough | 47 | 38 | 19 | 30 | 1 | 9 | 23 | 29 | .... | .... | .... | .... | 1 | 4 | 5 | .. | 1 | .... | 3 | 3 | 8 | 3 |
| Halifax | 72 | 83 | 29 | 33 | 16 | 14 | 28 | 54 | .... | .... | 1 | 1 | 2 | .... | 2 | 6 | 5 | 6 | 5 | 12 | 10 | 18 |
| " City | 96 | 90 | ..... | ..... | ..... | 7 | 21 | 22 | 2 | .... | 1 | .... | 2 | 2 | 7 | 5 | 4 | 2 | 6 | 12 | 9 | 38 |
| Hants | 45 | 48 | 30 | 42 | 22 | 18 | 40 | 42 | .... | .... | 2 | .... | 4 | 2 | 7 | .... | .... | 8 | 6 | 9 | 8 | 16 |
| Inverness | 70 | 72 | 65 | 60 | 14 | 18 | 56 | 58 | .... | .... | 2 | 4 | 2 | 2 | 9 | .... | 2 | 2 | .... | 3 | 2 | 4 |
| Kings | 34 | 42 | 53 | 58 | 19 | 7 | 43 | 49 | .... | 1 | .... | 4 | 7 | 2 | 6 | .... | 2 | 8 | 10 | 8 | 4 | 10 |
| Lunenburg | 65 | 71 | 41 | 28 | 18 | 13 | 52 | 51 | .... | .... | 1 | 1 | .... | 2 | 3 | 3 | 4 | 3 | 4 | 7 | 7 | 6 |
| Pictou | 90 | 91 | 45 | 54 | 15 | 12 | 62 | 69 | .... | 1 | 2 | 3 | 2 | 5 | 8 | 2 | 5 | 9 | 2 | 14 | 8 | 14 |
| Queens | 27 | 29 | 18 | 19 | 7 | 5 | 24 | 20 | .... | 1 | 1 | .... | .... | .... | 4 | 2 | 3 | 2 | 5 | 4 | 2 | 5 |
| Richmond | 38 | 43 | 19 | 16 | 5 | 7 | 23 | 27 | .... | .... | .... | .... | 3 | 1 | 5 | .... | .... | .... | .... | 2 | 3 | 6 |
| Shelburne | 21 | 31 | 20 | 13 | 17 | 20 | 18 | 22 | .... | 1 | .... | 1 | .... | .... | 3 | .... | 2 | 2 | 2 | 6 | 6 | 7 |
| Victoria | 29 | 30 | 19 | 18 | 17 | 16 | 28 | 26 | .... | 1 | .... | .... | .... | 1 | 2 | .... | 2 | 1 | .... | 3 | 1 | 4 |
| Yarmouth | 37 | 56 | 22 | 15 | 31 | 17 | 32 | 35 | .... | 1 | 1 | .... | 1 | 1 | 8 | 1 | 1 | 1 | 2 | 11 | 3 | 17 |
| Total, 1882 | 1003 | 1088 | 605 | 618 | 242 | 240 | 676 | 788 | 2 | 7 | 18 | 19 | 38 | 37 | 115 | 28 | 50 | 65 | 70 | 145 | 105 | 202 |
| " 1881 | 929 | 1130 | 582 | 554 | 277 | 221 | 688 | 698 | 5 | 8 | 19 | 26 | 48 | 37 | 123 | 29 | 40 | 69 | 79 | 174 | 94 | 169 |
| Increase | 74 | ..... | 23 | 64 | ..... | 19 | ..... | 90 | .... | .... | .... | .... | .... | .... | .... | .... | 10 | .... | .... | .... | 11 | 33 |
| Decrease | ..... | 42 | ..... | ..... | 35 | ..... | 12 | ..... | 3 | 1 | 1 | 7 | 10 | .... | 8 | 1 | .... | 4 | 9 | 29 | .... | .... |

## TABLE IV.—PUBLIC SCHOOLS: ATTENDANCE — WINTER TERM.

| COUNTY. | No. of pupils registered at School this term. | Proportion of population at School this term. | No. Children 5-15 years of age in Sections having schools *not at school* this term. | Age and Sex of Pupils. No. of Pupils under 5 years of age. | No. of Pupils from 5 to 15 yrs. of age. | No. of Pupils over 15 years of age. | No. of Boys. | No. of Girls. | Daily Attendance. Grand Total Days' attendance made by all the Pupils. | No. daily present at School on an averge for time in Session. | No. daily present at School on an average for Full Term. | No. daily present on an average for time in Session per 100 registered. | No. daily present on average for Full Term per 100 registered. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 3656 | 1 in 5.6 | 844 | 12 | 3146 | 498 | 2082 | 1574 | 226912 | 2044.5 | 1930.1 | 55.9 | 52.8 |
| Antigonish | 3121 | 1 " 5.7 | 639 | 12 | 2804 | 305 | 1787 | 1334 | 172277 | 1575.5 | 1479.4 | 50.4 | 47.4 |
| Cape Breton | 5366 | 1 " 5.8 | 1671 | 12 | 4899 | 455 | 3077 | 2289 | 322875 | 2900.9 | 2773. | 54. | 51.6 |
| Colchester | 5052 | 1 " 5.2 | 821 | 15 | 4543 | 494 | 2686 | 2366 | 320607 | 2884.1 | 2688.6 | 57. | 53.2 |
| Cumberland | 4513 | 1 " 6.06 | 856 | 18 | 3905 | 590 | 2599 | 1914 | 244733 | 2267. | 2075. | 50.3 | 46. |
| Digby | 3479 | 1 " 5.7 | 838 | 11 | 3037 | 431 | 1909 | 1570 | 214659 | 1963.2 | 1858.4 | 56.4 | 53.4 |
| Guysborough | 2694 | 1 " 6.6 | 689 | 9 | 2374 | 311 | 1474 | 1220 | 151676 | 1429.1 | 1296.4 | 53. | 48.1 |
| Halifax | 5064 | 1 " 6.2 | 974 | 20 | 4683 | 361 | 2684 | 2380 | 320457 | 2851. | 2691. | 56.2 | 53.1 |
| " City | 4721 | 1 " 6. | ..... | ..... | 4512 | 209 | 2323 | 2398 | 375155 | 3393.1 | 3330.5 | 71. | 70.5 |
| Hants | 4088 | 1 " 5.7 | 925 | 19 | 3658 | 411 | 2227 | 1861 | 250308 | 2260.5 | 2126.4 | 55.3 | 52. |
| Inverness | 5492 | 1 " 4.6 | 1245 | 36 | 4428 | 1028 | 2984 | 2508 | 269517 | 2361. | 2161. | 43. | 39. |
| Kings | 4416 | 1 " 5.3 | 865 | 11 | 3699 | 706 | 2520 | 1896 | 264123 | 2449. | 2241.5 | 55.4 | 50.7 |
| Lunenburg | 5307 | 1 " 5.3 | 1300 | 27 | 4699 | 581 | 2920 | 2387 | 316709 | 2942.4 | 2738. | 55.4 | 51.5 |
| Pictou | 6580 | 1 " 5 4 | 946 | 22 | 5840 | 718 | 3653 | 2927 | 413870 | 3520. | 3341. | 53. | 50.7 |
| Queens | 2044 | 1 " 5.1 | 391 | 6 | 1770 | 268 | 1089 | 955 | 126557 | 1157.3 | 1119.5 | 56.6 | 54.7 |
| Richmond | 2268 | 1 " 6.6 | 673 | 20 | 2029 | 219 | 1260 | 1008 | 130574 | 1218. | 1202.5 | 53.7 | 53. |
| Shelburne | 2581 | 1 " 5.8 | 519 | 21 | 2203 | 357 | 1490 | 1091 | 149201 | 1433.2 | 1283.8 | 55.5 | 49.7 |
| Victoria | 2029 | 1 " 6.1 | 523 | 6 | 1751 | 272 | 1094 | 935 | 110848 | 1012. | 917. | 49. | 45. |
| Yarmouth | 4417 | 1 " 4.8 | 928 | 6 | 3871 | 540 | 2426 | 1991 | 312421 | 2843. | 2734.6 | 64.4 | 61.8 |
| Total, 1882 | 76888 | 1 " 5.7 | 15647 | 283 | 67851 | 8754 | 42284 | 34604 | 4693479 | 42504.8 | 39987.7 | 55 2 | 52. |
| " 1881 | 77468 | 1 " 5.6 | 16357 | 342 | 68270 | 8856 | 43061 | 34407 | 4832927 | 43847.8 | 41200.9 | 56.6 | 53.2 |
| Increase | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 197 | ..... | ..... | ..... | ..... | ..... |
| Decrease | 580 | 1 " 758 | 710 | 59 | 419 | 102 | 777 | ..... | 139448 | 1343. | 1213.2 | 1.4 | 1.2 |

## TABLE V.—PUBLIC SCHOOLS: ATTENDANCE — SUMMER TERM.

| COUNTY. | No. of Pupils registered at School this Term. | Proportion of Population at School this Term. | No. Children 5-15 years of age in Sections having schools *not at school* this Term. | Age and Sex of Pupils. | | | | | Daily Attendance. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | No. of Pupils under 5 years of age. | No. of Pupils from 5 to 15 yrs. of age. | No. of Pupils over 15 years of age. | No. of Boys | No. of Girls. | Grand Total Days' attendance made by all the Pupils. | No. daily present at School on an average for time in Session. | No daily present at School on an average for Full Term. | No. daily present on average for time in Session per 100 registered. | No. daily present on average for Full Term per 100 registered. |
| Annapolis | 3704 | 1 in 5.5 | 737 | 24 | 3521 | 159 | 1788 | 1916 | 226215 | 2181.4 | 2055.6 | 58.9 | 55.5 |
| Antigonish | 3707 | 1 " 4.8 | 550 | 50 | 3502 | 155 | 2027 | 1680 | 168731 | 1665.5 | 1555.9 | 44.9 | 41.9 |
| Cape Breton | 5921 | 1 " 5.2 | 1045 | 30 | 5671 | 220 | 3147 | 2774 | 317113 | 3071. | 2932.7 | 51.8 | 49.5 |
| Colchester | 5576 | 1 " 4.8 | 607 | 51 | 5320 | 205 | 2766 | 2810 | 331047 | 2979.6 | 2738. | 53.4 | 49.1 |
| Cumberland | 5654 | 1 " 4.9 | 740 | 72 | 5272 | 310 | 2830 | 2824 | 293537 | 2903. | 2699. | 51.4 | 47.8 |
| Digby | 3925 | 1 " 5. | 799 | 36 | 3733 | 156 | 1882 | 2043 | 241856 | 2282.7 | 2107.9 | 57.5 | 53.7 |
| Guysborough | 2968 | 1 " 6. | 615 | 24 | 2831 | 113 | 1500 | 1468 | 150855 | 1454. | 1307. | 48.9 | 44. |
| Halifax | 5312 | 1 " 5.9 | 954 | 59 | 5101 | 152 | 2654 | 2658 | 328357 | 3113. | 2917. | 58.6 | 54.9 |
| " City | 5051 | 1 " 6. | ..... | ..... | 4857 | 194 | 2463 | 2588 | 351981 | 3693.5 | 3639 4 | 73. | 72. |
| Hants | 4809 | 1 " 4.8 | 738 | 38 | 4576 | 195 | 2400 | 2409 | 283819 | 2773.3 | 2584. | 57.7 | 53.7 |
| Inverness | 5660 | 1 " 4.5 | 907 | 130 | 5250 | 280 | 3070 | 2590 | 253887 | 2453. | 2342. | 43.4 | 41. |
| Kings | 4233 | 1 " 5.5 | 959 | 50 | 3975 | 208 | 1988 | 2245 | 230475 | 2261.1 | 2071.7 | 53.4 | 49. |
| Lunenburg | 4567 | 1 " 6.2 | 1202 | 70 | 4383 | 114 | 2265 | 2302 | 263676 | 2609.9 | 2430.5 | 57.1 | 53.2 |
| Pictou | 6919 | 1 " 5.1 | 958 | 59 | 6584 | 276 | 3593 | 3326 | 395669 | 3883.1 | 3603.3 | 56.1 | 52. |
| Queens | 2050 | 1 " 5. | 210 | 21 | 1908 | 121 | 975 | 1075 | 128529 | 1242. | 1180.5 | 60.6 | 57.6 |
| Richmond | 2564 | 1 " 5.8 | 474 | 59 | 2408 | 97 | 1318 | 1246 | 136913 | 1312. | 1260. | 51. | 49.1 |
| Shelburne | 2591 | 1 " 5.7 | 530 | 57 | 2423 | 111 | 1237 | 1354 | 152784 | 1568. | 1436.6 | 60.5 | 55.4 |
| Victoria | 2018 | 1 " 6. | 341 | 32 | 1891 | 95 | 1063 | 955 | 88392 | 898. | 785. | 44. | 39. |
| Yarmouth | 3967 | 1 " 5.4 | 799 | 22 | 3790 | 155 | 1910 | 2057 | 259789 | 2644.9 | 2385.4 | 66.6 | 60.1 |
| Total, 1882 | 81196 | 1 " 5.4 | 13165 | 884 | 76996 | 3316 | 40876 | 40320 | 4603625 | 44989. | 42031.5 | 55.4 | 51.7 |
| " 1881 | 80189 | 1 " 5.5 | 13757 | 971 | 75957 | 3261 | 40138 | 40051 | 4361049 | 43075.7 | 40288.4 | 53.7 | 50.2 |
| Increase | 1007 | 1 " 437 | ..... | ..... | 1039 | 55 | 738 | 269 | 242576 | 1913.3 | 1743.1 | 1.7 | 1.5 |
| Decrease | ..... | ..... | 592 | 87 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.

*Number of Pupils receiving Instruction in the various Branches. Record of Visitation.*

| COUNTY. | Music. | | Reading. | Spelling. | Geography. | | Drawing. | Writing. | Arithmetic. | Grammar and Analysis. | History. | | | Composition. | Book-Keeping. | Chemistry. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Theory. | By Rote. | | | Nova Scotia. | General. | | | | | Canadian. | British. | General. | | | |
| Annapolis | 60 | 442 | 3604 | 3535 | 1035 | 1614 | 460 | 3312 | 3336 | 1708 | 557 | 940 | 14 | 584 | 374 | 81 |
| Antigonish | ..... | 86 | 3003 | 2835 | 598 | 577 | 37 | 2243 | 2242 | 751 | 231 | 288 | ..... | 100 | 71 | 6 |
| Cape Breton | 151 | 1533 | 5141 | 5027 | 1801 | 1122 | 248 | 4148 | 3505 | 2312 | 780 | 616 | ..... | 570 | 161 | 70 |
| Colchester | 97 | 2544 | 5010 | 4840 | 2014 | 2188 | 1540 | 4354 | 4804 | 2768 | 1025 | 1168 | ..... | 941 | 684 | 443 |
| Cumberland | 183 | 998 | 4345 | 4266 | 1353 | 1296 | 890 | 3865 | 4056 | 1913 | 623 | 822 | ..... | 696 | 346 | 356 |
| Digby | 224 | 662 | 3420 | 3245 | 1035 | 1240 | 312 | 2897 | 3042 | 1309 | 332 | 568 | 118 | 422 | 188 | 23 |
| Guysborough | 82 | 639 | 2534 | 2432 | 1031 | 710 | 273 | 2172 | 2240 | 878 | 344 | 442 | ..... | 307 | 62 | 41 |
| Halifax | 488 | 2718 | 5021 | 4849 | 1859 | 1858 | 948 | 4234 | 4613 | 1952 | 451 | 906 | ..... | 591 | 248 | 26 |
| " City | 2804 | 1302 | 4709 | 4709 | 3924 | 2926 | 79 | 4546 | 4531 | 2395 | 1144 | 1487 | ..... | 800 | 118 | 64 |
| Hants | 46 | 1550 | 4088 | 4044 | 1428 | 1987 | 1215 | 3709 | 3924 | 3076 | 613 | 1191 | 106 | 882 | 216 | 150 |
| Inverness | 31 | 653 | 4902 | 4486 | 1482 | 794 | 160 | 3465 | 3196 | 1298 | 371 | 544 | ..... | 194 | 99 | 42 |
| Kings | 142 | 889 | 4363 | 4325 | 1207 | 2265 | 586 | 3960 | 4101 | 1977 | 602 | 1348 | 58 | 345 | 439 | 80 |
| Lunenburg | 214 | 3443 | 5126 | 5041 | 1804 | 1579 | 764 | 4525 | 4588 | 1843 | 434 | 790 | 415 | 243 | 206 | 7 |
| Pictou | 274 | 3920 | 6345 | 6250 | 5014 | 4116 | 2416 | 3497 | 5318 | 3412 | 962 | 975 | ..... | 905 | 385 | 434 |
| Queens | 89 | 674 | 2002 | 1977 | 652 | 756 | 166 | 1677 | 1912 | 744 | 97 | 481 | 58 | 270 | 155 | 35 |
| Richmond | 45 | 430 | 2025 | 2056 | 428 | 375 | 90 | 1753 | 1573 | 594 | 173 | 182 | ..... | 212 | 54 | 8 |
| Shelburne | ..... | 818 | 2517 | 2506 | 602 | 1078 | 609 | 2263 | 2334 | 1127 | 197 | 645 | ..... | 354 | 91 | 15 |
| Victoria | 121 | 747 | 1985 | 1908 | 405 | 395 | 135 | 1648 | 1646 | 1771 | 98 | 320 | ..... | 115 | 30 | 32 |
| Yarmouth | 74 | 1532 | 4343 | 4210 | 1538 | 1887 | 814 | 3796 | 4081 | 1565 | 494 | 748 | ..... | 699 | 187 | 64 |
| Total, 1882 | 5125 | 25580 | 74483 | 72541 | 29210 | 28763 | 11742 | 62064 | 65042 | 33393 | 9528 | 14461 | 769 | 9230 | 4114 | 1977 |
| " 1881 | 5265 | 26051 | 74824 | 73005 | 26166 | 28271 | 8996 | 62601 | 66389 | 30594 | 8451 | 14548 | 1029 | 8908 | 3706 | 1662 |
| Increase | 860 | ..... | ..... | ..... | 3044 | 492 | 2746 | ..... | ..... | 2799 | 1077 | ..... | ..... | 322 | 408 | 315 |
| Decrease | ..... | 471 | 341 | 464 | ..... | ..... | ..... | 537 | 1347 | ..... | ..... | 87 | 260 | ..... | ..... | ..... |

## TABLE VI.—WINTER TERM.—(CONTINUED.)

| COUNTY. | Latin | Algebra. | Geometry. | Navigation. | Practical Mathematics. | Natural Philosophy. | French. | Physiology. | Greek. | No. of Schools holding Public Examination at close of Term. | No. closing without a Public Examination. | Prizes. No. Prizes given to Pupils. | Prizes. Value of Prizes given. | Record of Visitation. No. of visits by trustees and Secretary. | Record of Visitation. By Inspector. | Record of Visitation. By other visitors. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 18 | 124 | 182 | 13 | 37 | 31 | 75 | 22 | 1 | 64 | 33 | 48 | $14.20 | 312 | 97 | 1107 |
| Antigonish | ..... | 112 | 102 | 2 | 4 | ..... | 124 | ..... | ..... | 74 | 1 | ..... | ..... | 498 | 61 | 1107 |
| Cape Breton | 71 | 546 | 275 | 18 | 54 | 15 | 21 | 10 | 7 | 105 | 18 | 67 | 49.16 | 826 | 41 | 1274 |
| Colchester | 126 | 396 | 251 | 34 | 41 | 80 | 28 | 64 | 7 | 117 | 7 | 99 | 45.38 | 460 | 76 | 1660 |
| Cumberland | 19 | 176 | 146 | 9 | 22 | 1 | 15 | 82 | 1 | 99 | 20 | 113 | 47.27 | 512 | 56 | 1133 |
| Digby | 16 | 152 | 80 | 13 | 17 | ..... | 1032 | 40 | 1 | 49 | 22 | 7 | 6.05 | 283 | 67 | 637 |
| Guysborough | 24 | 148 | 85 | 9 | 19 | 3 | ..... | 1 | ..... | 57 | 9 | ..... | ..... | 377 | 55 | 1084 |
| Halifax | 27 | 290 | 203 | 1 | 4 | ..... | ..... | ..... | ..... | 112 | 4 | 77 | 18.55 | 532 | 118 | 1662 |
| " City | 116 | 601 | 529 | 1 | 59 | 21 | 69 | 12 | ..... | 81 | 15 | ..... | ..... | 176 | 100 | 356 |
| Hants | 51 | 351 | 248 | 9 | 13 | 12 | 13 | 158 | 5 | 92 | 4 | 59 | 43.20 | 375 | 90 | 1221 |
| Inverness | 34 | 193 | 159 | 13 | 17 | 11 | 433 | ..... | ..... | 128 | 14 | ..... | ..... | 965 | 80 | 2237 |
| Kings | 89 | 214 | 254 | 27 | 10 | 13 | 1 | 56 | 6 | 98 | 4 | 38 | 23.56 | 415 | 100 | 1091 |
| Lunenburg | 33 | 118 | 65 | 18 | 3 | 5 | ..... | ..... | 1 | 108 | 12 | 126 | 43.20 | 640 | 117 | 2002 |
| Pictou | 199 | 571 | 481 | 37 | 57 | 61 | 77 | 74 | 101 | 144 | 4 | 90 | 50 00 | 534 | 127 | 2752 |
| Queens | 32 | 149 | 114 | 4 | 6 | 7 | ..... | 2 | 4 | 48 | 3 | 14 | 7.90 | 172 | 48 | 396 |
| Richmond | 2 | 81 | 47 | 8 | 7 | 6 | 213 | ..... | ..... | 50 | 12 | ..... | ..... | 388 | 52 | 799 |
| Shelburne | 29 | 159 | 140 | 12 | 21 | 15 | ..... | ..... | 3 | 55 | 3 | 102 | 46.74 | 217 | 58 | 559 |
| Victoria | 21 | 105 | 69 | 2 | 10 | ..... | 4 | ..... | ..... | 56 | 8 | ..... | ..... | 406 | 51 | 792 |
| Yarmouth | 6 | 144 | 128 | 20 | 3 | 17 | 683 | 104 | ..... | 79 | 10 | 62 | 29.46 | 258 | 103 | 1324 |
| Total, 1882 | 913 | 4630 | 3558 | 250 | 374 | 298 | 2718 | 625 | 137 | 1616 | 203 | 902 | 424.61 | 8346 | 1497 | 23193 |
| " 1881 | 752 | 4275 | 3580 | 287 | 416 | 446 | 2558 | 575 | 96 | 1552 | 213 | 854 | 360.81 | 8656 | 1648 | 23005 |
| Increase | 161 | 355 | ..... | ..... | ..... | ..... | 160 | 50 | 41 | 64 | ..... | 48 | 63.80 | ..... | ..... | 188 |
| Decrease | ..... | ..... | 22 | 37 | 42 | 148 | ..... | ..... | ..... | ..... | 10 | ..... | ..... | 310 | 151 | ..... |

## TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.

*Number of Pupils receiving Instruction in the various Branches. Record of Visitation.*

| COUNTY. | Music. | | | | Geography. | | | | | | History. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Theory. | By Rote. | Reading. | Spelling. | Nova Scotia | General. | Drawing. | Writing. | Arithmetic. | Grammar and Analysis. | Canadian. | British. | General. | Composition. | Book-Keeping. | Chemistry. |
| Annapolis | 126 | 585 | 3606 | 3466 | 1073 | 1338 | 540 | 3113 | 3164 | 1464 | 619 | 765 | 8 | 365 | 153 | 54 |
| Antigonish | 12 | 30 | 3475 | 3261 | 677 | 434 | 91 | 2311 | 2411 | 686 | 243 | 293 | ..... | 68 | 54 | 4 |
| Cape Breton | 102 | 1321 | 5499 | 5314 | 1928 | 1337 | 248 | 4172 | 4465 | 2435 | 664 | 613 | ..... | 449 | 150 | 84 |
| Colchester | 187 | 3203 | 5396 | 5174 | 1871 | 1983 | 2241 | 4494 | 4914 | 2740 | 800 | 1051 | ..... | 846 | 379 | 337 |
| Cumberlahd | 74 | 1255 | 5379 | 5319 | 1747 | 1555 | 1509 | 4590 | 4799 | 2056 | 720 | 826 | ..... | 708 | 296 | 185 |
| Digby | 179 | 1084 | 3800 | 3505 | 947 | 1271 | 352 | 3031 | 3298 | 1353 | 417 | 547 | 155 | 348 | 123 | 30 |
| Guysborough | 44 | 629 | 2790 | 2499 | 1266 | 620 | 399 | 2167 | 2369 | 801 | 287 | 436 | ..... | 147 | 44 | 32 |
| Halifax | 320 | 2780 | 5064 | 4927 | 1929 | 1718 | 1719 | 4110 | 4483 | 1898 | 484 | 840 | ..... | 449 | 187 | 51 |
| " City | 1026 | 2471 | 5019 | 5019 | 4129 | 3071 | 2047 | 4872 | 4882 | 2767 | 1336 | 1596 | ..... | 836 | 185 | 57 |
| Hants | 121 | 2053 | 4765 | 4554 | 1934 | 1844 | 1473 | 4067 | 4437 | 2276 | 480 | 1095 | 57 | 87 | 833 | 106 |
| Inverness | 61 | 728 | 5278 | 4768 | 1376 | 702 | 242 | 3195 | 3016 | 1300 | 317 | 552 | ..... | 177 | 46 | 42 |
| Kings | ..... | 1050 | 4192 | 4095 | 1227 | 1738 | 881 | 3391 | 3814 | 1770 | 484 | 795 | 56 | 368 | 103 | 53 |
| Lunenburg | 51 | 3208 | 4354 | 4229 | 1657 | 1272 | 815 | 3526 | 3708 | 1535 | 338 | 732 | 336 | 240 | 58 | 10 |
| Pictou | 227 | 4276 | 6793 | 6642 | 3544 | 2349 | 2435 | 5433 | 5929 | 3516 | 1019 | 1162 | ..... | 958 | 273 | 300 |
| Queens | 28 | 916 | 1993 | 1974 | 542 | 710 | 328 | 1510 | 1726 | 711 | 84 | 460 | 72 | 271 | 85 | 2 |
| Richmond | 138 | 467 | 2337 | 2225 | 432 | 422 | 165 | 1607 | 1543 | 596 | 156 | 234 | ..... | 261 | 45 | 9 |
| Shelburne | ..... | 983 | 2553 | 2495 | 843 | 904 | 1015 | 2030 | 2184 | 953 | 135 | 531 | ..... | 426 | 41 | 1 |
| Victoria | 57 | 611 | 1889 | 1827 | 347 | 333 | 63 | 1483 | 1417 | 570 | 88 | 260 | ..... | 83 | 21 | 32 |
| Yarmouth | ..... | 1487 | 3835 | 3740 | 1071 | 1618 | 1177 | 3369 | 3543 | 1452 | 320 | 748 | ..... | 655 | 52 | 240 |
| Total, 1882 | 2753 | 29137 | 78017 | 75033 | 28540 | 25219 | 17740 | 62471 | 68102 | 30869 | 8991 | 13536 | 684 | 7742 | 3128 | 1629 |
| " 1881 | 7391 | 25208 | 76530 | 74137 | 28555 | 23853 | 10164 | 59483 | 61664 | 28066 | 8182 | 12589 | 792 | 7781 | 1963 | 1776 |
| Increase | ..... | 3929 | 1487 | 896 | ..... | 1366 | 7576 | 2988 | 4438 | 2803 | 809 | 947 | ..... | ..... | 1165 | ..... |
| Decrease | 4638 | ..... | ..... | ..... | 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 108 | 39 | ..... | 147 |

## TABLE VI.—SUMMER TERM—(CONTINUED.)

| COUNTY. | Latin. | Algebra. | Geometry. | Navigation. | Practical Mathematics. | Natural Philosophy. | French. | Physiology. | Greek. | No. of Schools holding public examination at close of term. | No. closing without a public examination. | Prizes. No. Prizes given to pupils. | Prizes. Value of Prizes given. | Record of Visitation. No. of visits by trustees and Secretary. | Record of Visitation. By Inspector. | Record of Visitation. By other visitors. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 29 | 144 | 152 | 3 | 6 | 36 | 6 | 26 | 1 | 57 | 45 | 28 | $13 35 | 234 | 99 | 1044 |
| Antigonish | 16 | 115 | 105 | ..... | ..... | ..... | 148 | ..... | ..... | 75 | 10 | 23 | 5 25 | 395 | 80 | 985 |
| Cape Breton | 68 | 472 | 250 | 13 | 37 | 22 | 14 | 8 | 5 | 95 | 31 | 44 | 14 00 | 579 | 94 | 1414 |
| Colchester | 60 | 400 | 218 | ..... | 5 | 18 | 19 | 80 | 7 | 109 | 22 | 83 | 29 45 | 354 | 119 | 1786 |
| Cumberland | 39 | 189 | 143 | 36 | 26 | 8 | 4 | 10 | 38 | 129 | 16 | 119 | 34 37 | 457 | 126 | 1495 |
| Digby | 19 | 158 | 104 | ..... | 50 | 2 | 1245 | ..... | 1 | 44 | 35 | 41 | 23 45 | 260 | 76 | 886 |
| Guysborough | 14 | 142 | 84 | 2 | 2 | ..... | ..... | ..... | ..... | 60 | 14 | 15 | 9 25 | 270 | 57 | 1034 |
| Halifax | 34 | 229 | 179 | 4 | 5 | 29 | ..... | 20 | 4 | 118 | 6 | 100 | 29 30 | 303 | 117 | 1562 |
| " City | 174 | 603 | 629 | 9 | 70 | 43 | 78 | 40 | ..... | 15 | 81 | 350 | 300 00 | 177 | 96 | 393 |
| Hants | 26 | 292 | 194 | 6 | 1 | 49 | 2 | 168 | 25 | 103 | 2 | 79 | 31 26 | 340 | 103 | 1343 |
| Inverness | 26 | 205 | 134 | 1 | 1 | ..... | 635 | ..... | ..... | 117 | 30 | ..... | ..... | 802 | 114 | 2344 |
| Kings | 43 | 202 | 230 | 6 | 13 | 73 | 1 | 61 | 8 | 99 | 4 | 38 | 15 42 | 255 | 101 | 1166 |
| Lunenburg | 26 | 178 | 125 | ..... | 6 | 1 | ..... | ..... | 1 | 103 | 8 | 152 | 30 80 | 361 | 112 | 1630 |
| Pictou | 137 | 575 | 455 | 16 | 22 | 21 | 65 | 25 | 40 | 151 | 3 | 130 | 39 94 | 543 | 133 | 2710 |
| Queens | 37 | 128 | 89 | 1 | 3 | 2 | ..... | 46 | 10 | 53 | ..... | 20 | 13 75 | 158 | 54 | 655 |
| Richmond | 24 | 88 | 71 | ..... | 5 | 4 | 258 | 1 | ..... | 54 | 12 | 4 | 2 25 | 359 | 58 | 887 |
| Shelburne | 26 | 140 | 124 | 1 | 9 | 12 | ..... | 1 | 6 | 55 | 8 | 78 | 31 81 | 138 | 64 | 691 |
| Victoria | 20 | 610 | 62 | 2 | 5 | 1 | ..... | 1 | ..... | 49 | 12 | ..... | ..... | 288 | 58 | 479 |
| Yarmouth | 59 | 151 | 88 | 2 | 63 | 42 | 566 | 92 | | 64 | 22 | 58 | 24 95 | 212 | 101 | 1193 |
| Total, 1882 | 877 | 4520 | 3436 | 102 | 329 | 363 | 3041 | 579 | 146 | 1550 | 361 | 1362 | 648 59 | 6485 | 1762 | 23697 |
| " 1881 | 604 | 4058 | 2933 | 113 | 347 | 293 | 2901 | 552 | 102 | 1517 | 360 | 1429 | 677 14 | 6972 | 1712 | 21756 |
| Increase | 273 | 462 | 503 | ..... | ..... | 70 | 140 | 27 | 44 | 33 | 1 | ..... | ..... | ..... | 50 | 1041 |
| Decrease | ..... | ..... | ..... | 11 | 28 | ..... | ..... | ..... | ..... | ..... | ..... | 67 | 28 55 | 487 | ..... | ..... |

## TABLE VII.—PUBLIC SCHOOLS: Time in Session.

| County. | Winter Term. | | | | | | | Summer Term. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of Schools open this Term. | No. in Session less than 80 days during this Term. | No. in Session 80 days or upwards, but less than 100. | Total No. in Session less than 100 days. | No. in Session 100 days or upwards, but less than full Term. | No. in Session the full Term. | Average No. of days all Schools were in Session. | No. of Schools open this Term. | No. of Schools in Session less than 80 days during the Term. | No. in Session 80 days or upwards, but less than 100. | Total No. in Session less than 100 days. | No in Session 100 days or upwards, but less than full Term. | No. in Session the full Term. | Average No. of days all Schools were in Session. |
| Annapolis | 97 | 5 | 6 | 11 | 41 | 45 | 111.4 | 102 | 6 | 111 | 17 | 39 | 46 | 104.6 |
| Antigonish | 75 | 4 | 6 | 10 | 33 | 32 | 110.8 | 85 | 2 | 17 | 19 | 46 | 20 | 103.7 |
| Cape Breton | 123 | 2 | 9 | 11 | 56 | 56 | 112.8 | 126 | 6 | 16 | 22 | 43 | 61 | 106. |
| Colchester | 124 | 10 | 7 | 17 | 45 | 62 | 110. | 129 | 9 | 22 | 31 | 67 | 31 | 103. |
| Cumberland | 119 | 16 | 6 | 22 | 41 | 56 | 108. | 145 | 12 | 20 | 32 | 47 | 66 | 103. |
| Digby | 71 | 5 | 6 | 11 | 27 | 33 | 111.7 | 79 | 8 | 6 | 14 | 26 | 39 | 102.5 |
| Guysborough | 66 | 8 | 3 | 11 | 33 | 22 | 106.6 | 74 | 9 | 13 | 22 | 35 | 17 | 99. |
| Halifax | 116 | 7 | 10 | 17 | 47 | 52 | 111.4 | 124 | 4 | 10 | 14 | 53 | 57 | 104. |
| " City | 96 | .. | .. | .. | 39 | 57 | 112.8 | 97 | .. | 97 | 97 | .. | .. | 97.5 |
| Hants | 96 | 8 | 4 | 12 | 35 | 49 | 111. | 105 | 9 | 7 | 16 | 49 | 40 | 103.5 |
| Inverness | 142 | 14 | 11 | 25 | 36 | 81 | 108. | 146 | 19 | 12 | 31 | 46 | 69 | 106. |
| Kings | 102 | 4 | 22 | 26 | 37 | 39 | 108. | 103 | 10 | 14 | 24 | 35 | 44 | 101.7 |
| Lunenburg | 120 | 9 | 10 | 19 | 57 | 44 | 109.8 | 111 | 9 | 10 | 19 | 39 | 53 | 103.3 |
| Queens | 148 | 10 | 3 | 13 | 66 | 69 | 112. | 154 | 10 | 26 | 36 | 72 | 46 | 103. |
| Picton | 51 | .. | 1 | 1 | 30 | 20 | 114.5 | 53 | 2 | 5 | 7 | 28 | 18 | 105.5 |
| Richmond | 62 | 2 | 3 | 5 | 21 | 36 | 116.5 | 66 | 1 | 5 | 6 | 30 | 30 | 106.6 |
| Shelburne | 58 | 7 | 6 | 13 | 30 | 15 | 105.7 | 63 | 9 | .. | 9 | 43 | 11 | 101.7 |
| Victoria | 65 | 7 | 7 | 14 | 22 | 29 | 107. | 62 | 13 | 13 | 26 | 11 | 25 | 97. |
| Yarmouth | 89 | 1 | 5 | 6 | 59 | 24 | 113.5 | 86 | 7 | 26 | 33 | 38 | 15 | 100.1 |
| Total, 1882 | 1820 | 119 | 125 | 244 | 755 | 821 | 110.6 | 1910 | 145 | 330 | 475 | 747 | 688 | 102.7 |
| " 1881 | 1763 | 92 | 125 | 217 | 681 | 865 | 110.7 | 1877 | 116 | 381 | 497 | 631 | 749 | 101.9 |
| Increase | 57 | 27 | ..... | 27 | 74 | ..... | ..... | 33 | 29 | ..... | ..... | 116 | ..... | .8 |
| Decrease | ..... | ..... | ..... | ..... | ..... | 44 | .1 | ..... | ..... | 51 | 22 | ..... | 61 | ..... |

**TABLE VIII.**—COMPARATIVE STATEMENT OF EXPENDITURE OF GOVERNMENT GRANTS TO COMMON SCHOOLS, AND OF COUNTY FUND APPORTIONMENT.

| COUNTY. | Population. | GOVERNMENT GRANTS. | | | | | | | | Amount voted at last Annual Meeting for School purposes, exclusive of Building and Repairs. | Amount voted for Building and Repairs. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | WINTER TERM. | | | | SUMMER TERM. | | | | | |
| | | No. Schools in Session. | No. of Pupils Registered. | Sum of Government Grants. | Cost to Government per Pupil | No. Schools in Session. | No. of Pupils Registered. | Sum of Government Grants. | Cost to Government per Pupil. | | |
| Annapolis | 20598 | 97 | 3656 | $4294 64 | $1.17 | 102 | 3704 | $4318 58 | 1.16 | $11057 17 | 7315 75 |
| Antigonish | 18060 | 75 | 3121 | 3256 62 | 1.04 | 85 | 3707 | 3622 07 | 0.97 | 5778 00 | 1182 00 |
| Cape Breton | 31258 | 123 | 5366 | 4942 56 | 0.92 | 126 | 5921 | 5026 66 | 0.84 | 13304 00 | 4500 00 |
| Colchester | 26720 | 124 | 5052 | 5001 65 | 0.99 | 129 | 5576 | 5127 98 | 0.92 | 15118 34 | 2229 50 |
| Cumberland | 27368 | 119 | 4513 | 4341 59 | 0.96 | 145 | 5654 | 5299 45 | 0.93 | 13547 00 | 1793 00 |
| Digby | 19881 | 71 | 3479 | 2883 69 | 0.82 | 79 | 3925 | 2978 88 | 0.75 | 7716 00 | 1935 00 |
| Guysborough | 17808 | 66 | 2694 | 2383 97 | 0.88 | 74 | 2968 | 2509 11 | 0.84 | 5775 00 | 642 00 |
| Halifax | 31817 | 116 | 5064 | 4614 19 | 0.91 | 124 | 5312 | 4973 69 | 0.93 | 15464 00 | 2967 00 |
| " City | 36100 | 96 | 4721 | 4699 35 | 0.99 | 97 | 5051 | 4680 87 | 0.92 | 64500 00 | ..... |
| Hants | 23359 | 96 | 4088 | 4028 98 | 0.98 | 105 | 4809 | 4248 85 | 0.88 | 14141 00 | 967 00 |
| Inverness | 25651 | 142 | 5492 | 5597 15 | 1.01 | 146 | 5660 | 5497 01 | 0.97 | 8415 00 | 1857 00 |
| Kings | 23469 | 102 | 4416 | 4501 87 | 1.01 | 103 | 4233 | 4133 36 | 0.97 | 12503 00 | 967 00 |
| Lunenburg | 28583 | 120 | 5307 | 4463 69 | 0.84 | 111 | 4567 | 4028 04 | 0.88 | 9867 00 | 2186 00 |
| Pictou | 35535 | 148 | 6580 | 6191 22 | 0.94 | 154 | 6919 | 6177 27 | 0.89 | 20350 00 | 2675 00 |
| Queens | 10577 | 51 | 2044 | 2145 54 | 1.04 | 53 | 2050 | 2109 05 | 1.02 | 3994 00 | 605 00 |
| Richmond | 15121 | 62 | 2268 | 2504 04 | 1.10 | 66 | 2564 | 2664 82 | 1.03 | 4077 00 | 590 00 |
| Shelburne | 14913 | 58 | 2581 | 2133 34 | 0.82 | 63 | 2591 | 2298 90 | 0.88 | 7298 00 | 1319 00 |
| Victoria | 12470 | 65 | 2029 | 2114 53 | 1.04 | 62 | 2018 | 1984 66 | 0.98 | 4306 00 | 612 00 |
| Yarmouth | 21284 | 89 | 4417 | 3927 73 | 0.88 | 86 | 3967 | 3352 62 | 0.84 | 17349 00 | 1562 00 |
| Total, 1882 | 440572 | 1820 | 76888 | 74026 35 | 0.96 | 1910 | 81196 | 75031 87 | 0.92 | 254659 51 | 35904 25 |
| " 1881 | *387800 | 1763 | 77468 | 72919 32 | 0.94 | 1877 | 80189 | 75273 54 | 0.93 | 242182 54 | 43903 73 |
| Increase | 52772 | 57 | ..... | 1107 03 | 0.02 | 33 | 1007 | ..... | ..... | 12476 97 | ..... |
| Decrease | ..... | ..... | 580 | ..... | ..... | ..... | ..... | 241 67 | 0.01 | ..... | 7999 48 |

* Census of 1871.

## TABLE IX.—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, JULY 1882.

| STATIONS. | Male Candidates. | Female Candidates. | Total Candidates. | A. | | | | | Male B. | | | | | Female B. | | | | | Male C. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Candidates for Grade A. | Rec'd Grade A. | Rec'd Grade B. | Rec'd Grade C. | Failed. | Candidates for Grade B. | Rec'd Grade B. | Rec'd Grade C. | Rec'd Grade D. | Failed. | Candidates for Grade B. | Rec'd Grade B. | Rec'd Grade C. | Rec'd Grade D. | Failed. | Candidates for Grade C. | Rec'd Grade C. | Rec'd Grade D. | Failed. |
| Amherst | 6 | 20 | 26 | .... | .... | .... | .... | .... | 4 | 1 | .... | 2 | 1 | 1 | .... | .... | .... | 1 | 2 | .... | 1 | 1 |
| Antigonish | 15 | 26 | 41 | .... | .... | .... | .... | .... | 4 | 1 | 1 | 2 | .... | .... | .... | .... | .... | .... | 7 | 2 | 1 | 4 |
| Arichat | 10 | 13 | 23 | .... | .... | .... | .... | .... | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | 4 | 2 | 1 | 1 |
| Baddeck | 9 | 13 | 22 | 1 | 1 | .... | .... | .... | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | 2 | 1 | .... | 1 |
| Barrington | 3 | 18 | 21 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | 1 | 2 | .... |
| Bridgetown | 9 | 23 | 32 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | 1 | 1 | .... | 8 | 4 | .... | 4 |
| Clare | 1 | 17 | 18 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | 1 | 3 | .... | .... | .... | .... | .... | .... |
| Digby | 4 | 17 | 21 | 1 | .... | 1 | .... | .... | 1 | .... | .... | 1 | .... | .... | .... | .... | .... | .... | 2 | .... | .... | 2 |
| Guysboro' | 4 | 4 | 8 | 1 | .... | .... | .... | 1 | 2 | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | 1 |
| Halifax | 3 | 77 | 80 | .... | .... | .... | .... | .... | 1 | .... | .... | .... | 1 | 11 | 3 | 6 | 1 | 1 | 1 | 1 | .... | .... |
| Kentville | 7 | 29 | 36 | 1 | 1 | .... | .... | .... | 1 | .... | 1 | .... | .... | .... | .... | .... | .... | .... | 4 | 3 | 1 | .... |
| Liverpool | 1 | 20 | 21 | .... | .... | .... | .... | .... | 1 | .... | .... | 1 | .... | 2 | .... | 1 | 1 | .... | .... | .... | .... | .... |
| Lunenburg | 2 | 35 | 37 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | 1 | .... |
| Margaree Forks | 10 | 8 | 18 | .... | .... | .... | .... | .... | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | 6 | 4 | 2 | .... |
| New Glasgow | 20 | 27 | 47 | 2 | 2 | .... | .... | .... | 12 | 3 | 7 | 1 | 1 | 3 | 3 | .... | .... | .... | 5 | 2 | .... | 3 |
| Normal School | 22 | 57 | 79 | 1 | 1 | .... | .... | .... | 14 | 8 | 4 | 2 | .... | 11 | 6 | 4 | 1 | .... | 7 | 2 | 5 | .... |
| Pictou | 11 | 20 | 31 | 1 | 1 | .... | .... | .... | 6 | 4 | 2 | .... | .... | 1 | 1 | .... | .... | .... | 3 | 2 | .... | 1 |
| Port Hood | 34 | 22 | 56 | .... | .... | .... | .... | .... | 4 | 2 | 1 | 1 | .... | .... | .... | .... | .... | .... | 20 | 8 | 7 | 5 |
| Shelburne | 3 | 13 | 16 | .... | .... | .... | .... | .... | 1 | 1 | .... | .... | .... | 1 | 1 | .... | .... | .... | 2 | 1 | 1 | .... |
| Sherbrooke | 3 | 6 | 9 | .... | .... | .... | .... | .... | 1 | .... | 1 | .... | .... | .... | .... | .... | .... | .... | 2 | 1 | 1 | .... |
| Sydney | 42 | 28 | 70 | .... | .... | .... | .... | .... | 9 | 7 | 1 | 1 | .... | 1 | 1 | .... | .... | .... | 17 | 5 | 5 | 7 |
| Tatamagouche | 4 | 24 | 28 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | .... | 3 | 1 |
| Truro | 6 | 28 | 34 | .... | .... | .... | .... | .... | 1 | 1 | .... | .... | .... | 1 | 1 | .... | .... | .... | 5 | 2 | 3 | .... |
| Windsor | 5 | 22 | 27 | 1 | .... | 1 | .... | .... | 1 | 1 | .... | .... | .... | 1 | 1 | .... | .... | .... | 3 | 1 | 2 | .... |
| Yarmouth | 4 | 29 | 33 | .... | .... | .... | .... | .... | 1 | .... | .... | 1 | .... | 1 | .... | 1 | .... | .... | 2 | 1 | .... | 1 |
| Total 1882 | 238 | 596 | 834 | 9 | 6 | 2 | .... | 1 | 67 | 33 | 19 | 12 | 3 | 40 | 18 | 16 | 4 | 2 | 111 | 43 | 36 | 32 |
| " 1881 | 238 | 504 | 742 | 4 | 2 | 2 | .... | .... | 65 | 27 | 23 | 11 | 4 | 40 | 23 | 10 | 5 | 2 | 114 | 51 | 21 | 42 |
| Increase | .... | 92 | 92 | 5 | 4 | .... | .... | 1 | 2 | 6 | .... | 1 | .... | .... | .... | 6 | .... | .... | .... | .... | 15 | .... |
| Decrease | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | .... | 1 | .... | 5 | .... | 1 | .... | 3 | 8 | .... | 10 |

## TABLE IX.—(Continued)—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, JULY 1882.

| STATIONS. | Female C. | | | | Male D. | | | Female D. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Candidates for Grade C. | Rec'd Grade C. | Rec'd Grade D. | Failed. | Candidates for Grade D. | Rec'd Grade D. | Failed. | Candidates for Grade D. | Rec'd Grade D. | Failed. | Total rec'd Grade A. | Total rec'd Grade B. | Total rec'd Grade C. | Total rec'd Grade D. | Total rec'd Licenses. | No. received higher Grade than held before. | No. rec'd same Grade as held before. | No. received lower Grade than held before. | New applicants rec'd License. | No. received Grade applied for. | No. rec'd lower Grade than applied for. | No. Failed. |
| Amherst | 11 | 6 | 1 | 4 | .... | .... | .... | 8 | 1 | 7 | .... | 1 | 6 | 5 | 12 | 3 | .... | ..... | 9 | 8 | 4 | 14 |
| Antigonish | 10 | 3 | 4 | 3 | 4 | .... | 4 | 16 | 7 | 9 | .... | 1 | 6 | 14 | 21 | 4 | 4 | 1 | 12 | 13 | 8 | 20 |
| Arichat | 8 | 2 | 3 | 3 | 5 | 2 | 3 | 5 | .... | 5 | .... | 1 | 4 | 6 | 16 | 3 | 2 | ..... | 6 | 7 | 4 | 12 |
| Baddeck | 3 | 2 | .... | 1 | 5 | 1 | 4 | 10 | 2 | 8 | 1 | 1 | 3 | 3 | 8 | 4 | .... | .... | 4 | 8 | .... | 14 |
| Barrington | 6 | 3 | 2 | 1 | .... | .... | .... | 12 | 8 | 4 | ..... | .... | 4 | 12 | 16 | 3 | 1 | ..... | 12 | 12 | 4 | 5 |
| Bridgetown | 12 | 4 | 4 | 4 | 1 | .... | 1 | 9 | 4 | 5 | .... | .... | 9 | 9 | 18 | 2 | .... | ..... | 16 | 12 | 6 | 14 |
| Clare | 7 | 3 | 1 | 3 | 1 | .... | 1 | 6 | 1 | 5 | .... | 1 | 6 | 2 | 9 | 3 | 2 | ..... | 4 | 5 | 4 | 9 |
| Digby | 6 | 1 | 1 | 4 | .... | .... | .... | 11 | 5 | 6 | .... | 1 | 1 | 7 | 9 | ..... | 2 | 1 | 6 | 6 | 3 | 12 |
| Guysboro' | 3 | 1 | .... | 2 | .... | .... | .... | 1 | 1 | .... | .... | 1 | 2 | 1 | 4 | 2 | 1 | ..... | 1 | 3 | 1 | 4 |
| Halifax | 46 | 23 | 17 | 6 | 1 | .... | 1 | 20 | 7 | 13 | .... | 3 | 30 | 25 | 58 | 17 | 10 | 2 | 29 | 35 | 23 | 22 |
| Kentville | 19 | 9 | 5 | 5 | 1 | 1 | .... | 10 | 5 | 5 | 1 | .... | 13 | 12 | 26 | 4 | 4 | ..... | 18 | 19 | 7 | 10 |
| Liverpool | 4 | 1 | 2 | 1 | .... | .... | .... | 14 | 5 | 9 | .... | .... | 2 | 9 | 11 | 1 | .... | 2 | 8 | 7 | 4 | 10 |
| Lunenburg | 6 | 4 | 2 | .... | 1 | .... | 1 | 29 | 21 | 8 | .... | .... | 4 | 24 | 28 | 3 | 1 | ..... | 24 | 25 | 3 | 9 |
| Margaree Forks | 2 | .... | 1 | 1 | 3 | 1 | 2 | 6 | .... | 6 | .... | 1 | 4 | 4 | 9 | 4 | 2 | ..... | 3 | 6 | 3 | 9 |
| New Glasgow | 15 | 7 | 5 | 3 | 1 | .... | 1 | 9 | 2 | 7 | 2 | 6 | 16 | 8 | 32 | 13 | 9 | ..... | 10 | 19 | 13 | 15 |
| Normal School | 42 | 28 | 10 | 4 | .... | .... | .... | 4 | 3 | 1 | 1 | 14 | 38 | 21 | 74 | 33 | 7 | ..... | 34 | 48 | 26 | 5 |
| Pictou | 11 | 5 | 3 | 3 | 1 | .... | 1 | 8 | 4 | 4 | 1 | 5 | 9 | 7 | 22 | 9 | 1 | ..... | 12 | 17 | 5 | 9 |
| Port Hood | 13 | 4 | 5 | 4 | 10 | 3 | 7 | 9 | 2 | 7 | .... | 2 | 13 | 18 | 33 | 9 | 3 | ..... | 21 | 19 | 14 | 23 |
| Shelburne | 8 | 5 | 1 | 2 | .... | .... | .... | 4 | 4 | .... | .... | 2 | 6 | 6 | 14 | 4 | .... | ..... | 10 | 12 | 2 | 2 |
| Sherbrooke | 1 | .... | 1 | .... | .... | .... | .... | 5 | 1 | 4 | .... | .... | 2 | 3 | 5 | 2 | 1 | ..... | 2 | 2 | 3 | 4 |
| Sydney | 16 | 7 | 4 | 5 | 16 | 5 | 11 | 11 | 2 | 9 | .... | 8 | 13 | 17 | 38 | 14 | .... | 1 | 23 | 27 | 11 | 32 |
| Tatamagouche | 3 | 1 | 1 | 1 | .... | .... | .... | 21 | 8 | 13 | .... | .... | 1 | 12 | 13 | ..... | .... | ..... | 13 | 9 | 4 | 15 |
| Truro | 17 | 6 | 5 | 6 | .... | .... | .... | 10 | 4 | 6 | .... | 2 | 8 | 12 | 22 | 6 | 3 | ..... | 13 | 14 | 8 | 12 |
| Windsor | 9 | 5 | 3 | 1 | .... | .... | .... | 12 | 5 | 7 | .... | 3 | 6 | 10 | 19 | 5 | 4 | ..... | 10 | 13 | 6 | 8 |
| Yarmouth | 13 | 2 | 6 | 5 | 1 | .... | 1 | 15 | 5 | 10 | .... | .... | 4 | 12 | 16 | 4 | 2 | ..... | 10 | 9 | 7 | 17 |
| Total 1882 | 291 | 132 | 87 | 72 | 51 | 13 | 38 | 265 | 107 | 158 | 6 | 53 | 211 | 258 | 528 | 152 | 59 | 7 | 310 | 355 | 173 | 306 |
| " 1881 | 260 | 94 | 67 | 99 | 56 | 23 | 33 | 202 | 102 | 100 | 2 | 52 | 178 | 229 | 461 | 136 | 48 | 10 | 267 | 322 | 139 | 281 |
| Increase | 31 | 38 | 20 | .... | .... | .... | 5 | 63 | 5 | 58 | 4 | 1 | 33 | 29 | 67 | 16 | 11 | ..... | 43 | 33 | 34 | 25 |
| Decrease | .... | .... | .... | 27 | 5 | 10 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | .... | | .... | .... |

## TABLE X.

### SPECIAL GOVERNMENT AID TO POOR SECTIONS.

| COUNTY. | Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections. | | TOTAL. |
|---|---|---|---|
| | Winter Term. | Summer Term. | |
| Annapolis | $ 142 63 | $ 157 37 | $ 300 00 |
| Antigonish | 73 30 | 104 14 | 177 44 |
| Cape Breton | 109 14 | 102 38 | 211 52 |
| Colchester | 134 78 | 145 81 | 280 59 |
| Cumberland | 101 94 | 168 69 | 270 63 |
| Digby | 82 79 | 99 91 | 182 70 |
| Guysborough | 28 22 | 32 88 | 61 10 |
| Halifax | 90 16 | 134 05 | 224 21 |
| Hants | 114 36 | 132 03 | 246 39 |
| Inverness | 77 45 | 27 29 | 104 74 |
| Kings | 132 06 | 161 08 | 293 14 |
| Lunenburg | 160 82 | 126 71 | 287 53 |
| Pictou | 148 64 | 151 36 | 300 00 |
| Queens | 113 13 | 130 23 | 243 36 |
| Richmond | 102 61 | 136 08 | 238 69 |
| Shelburne | 14 66 | 33 60 | 48 26 |
| Victoria | 10 00 | 10 00 | 20 00 |
| Yarmouth | 81 51 | 56 31 | 137 82 |
| Total, 1882 | 1718 20 | 1909 92 | 3628 12 |
| " 1881 | 1551 39 | 1881 52 | 3432 91 |
| Increase | $ 166 81 | $ 28 40 | $ 195 21 |

# TABLE XI.

## POOR SECTIONS—SPECIAL COUNTY AID.

| Name of Counties and Sessional Districts. | Number of these Sections having Schools. | | Amount of County Assessment paid to these Schools over and above the ordinary allowance. | | |
|---|---|---|---|---|---|
| | Winter Term. | Summer Term. | Winter Term. | Summer Term. | Total. |
| Annapolis, County of .. | 16 | 22 | $ 102 02 | $ 141 02 | $ 243 04 |
| Antigonish, " .. | 8 | 12 | 69 34 | 88 22 | 157 56 |
| Cape Breton, " .. | 12 | 11 | 80 77 | 68 04 | 148 81 |
| Colchester, " .. | 14 | 15 | 93 54 | 97 52 | 191 06 |
| Cumberland, " .. | 12 | 20 | 84 75 | 115 75 | 200 50 |
| Digby, District of..... | 7 | 10 | 59 75 | 70 94 | 130 69 |
| Clare, " ..... | 3 | 4 | 19 78 | 19 85 | 39 63 |
| Guysboro' " ..... | 2 | 2 | 10 12 | 9 57 | 19 69 |
| St. Mary's " ..... | 4 | 4 | 28 48 | 21 04 | 49 52 |
| Halifax, County of .... | 12 | 16 | 87 02 | 105 42 | 192 44 |
| Hants, District of East.. | 9 | 9 | 57 36 | 53 60 | 110 96 |
| " " West . | 5 | 7 | 28 95 | 52 86 | 81 81 |
| Inverness, County of .. | 8 | 3 | 51 62 | 16 57 | 68 19 |
| Kings, " .. | 17 | 19 | 111 37 | 141 61 | 252 98 |
| Lunenburg & N. Dublin. | 13 | 12 | 84 82 | 82 33 | 167 15 |
| Chester, District of .... | 5 | 4 | 38 65 | 29 76 | 68 41 |
| Pictou, County of..... | 17 | 18 | 111 05 | 114 87 | 225 92 |
| Queens, " ..... | 12 | 15 | 84 06 | 105 19 | 189 25 |
| Richmond, " ..... | 11 | 14 | 90 52 | 104 30 | 194 82 |
| Shelburne, District of .. | .. | 1 | ..... | 5 77 | 5 77 |
| Barrington, " .. | 2 | 3 | 13 80 | 17 85 | 31 65 |
| Victoria, County of .... | 1 | 1 | 7 08 | 7 88 | 14 96 |
| Yarmouth, District of .. | 6 | 5 | 45 80 | 38 29 | 84 09 |
| Argyle, " .. | 4 | 3 | 31 72 | 23 35 | 55 07 |
| Nova Scotia, 1882.. | 200 | 230 | 1392 37 | 1531 60 | 2923 97 |
| " 1881.. | 176 | 214 | 1287 64 | 1504 95 | 2792 59 |
| Increase..... | 24 | 16 | 104 73 | 26 65 | 131 38 |

## TABLE XII.

### APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR WINTER TERM ENDED APRIL 30, 1882.

| MUNICIPALITIES. | Grand Total days' attendance made by all the Pupils. | On account of Teachers employed. | On account of average attendance of Pupils. | On account of Pupils attending Halifax Ins'tion for Blind. | Total amount apportioned. | Amount per Pupil in attendance the Full Term. |
|---|---|---|---|---|---|---|
| Annapolis ..... | 226942 | $1198 09 | $1490 73 | $30 00 | $2718 82 | .75 |
| Antigonish..... | 172277 | 910 56 | 1536 44 | 30 00 | 2477 00 | 1.03 |
| Cape Breton .... | 322875 | 1506 93 | 2491 61 | ..... | 3998 54 | .90 |
| Colchester ..... | 320607 | 1349 10 | 1844 59 | ..... | 3193 69 | .79 |
| Cumberland .... | 244733 | 1406 18 | 2121 81 | ..... | 3527 99 | 1.02 |
| Digby..... | 137389 | 547 33 | 1060 06 | ..... | 1607 39 | .94 |
| Clare ..... | 77270 | 322 05 | 637 94 | ..... | 959 99 | 1.00 |
| Guysborough.... | 93873 | 491 84 | 1252 83 | ..... | 1744 67 | 1.56 |
| St. Mary's ..... | 57803 | 287 04 | 421 29 | ..... | 708 33 | .81 |
| Halifax County . | 320457 | 1387 62 | 2629 38 | 90 00 | 4107 00 | .97 |
| Hants, East .... | 111679 | 607 23 | 814 77 | ..... | 1422 00 | .83 |
| " West .... | 138629 | 565 50 | 1207 80 | ..... | 1773 30 | 1.01 |
| Inverness ..... | 269517 | 1726 00 | 1786 00 | .... . | 3512 00 | .78 |
| Kings ..... | 264123 | 1231 92 | 1994 43 | ..... | 3226 35 | .86 |
| Lunenburg and New Dublin | 265807 | 1210 60 | 1614 40 | 48 22 | 2873 22 | .70 |
| Chester..... | 50902 | 261 03 | 429 38 | 11 78 | 702 19 | .96 |
| Pictou..... | 413870 | 1816 20 | 2970 80 | 60 00 | 4847 00 | .82 |
| Queens ..... | 126557 | 666 69 | 916 93 | ..... | 1583 62 | .81 |
| Richmond ..... | 130574 | 782 76 | 1356 59 | ..... | 2139 35 | 1.17 |
| Shelburne ..... | 79625 | 352 35 | 581 71 | 15 29 | 949 35 | .86 |
| Barrington..... | 69576 | 301 52 | 596 97 | 14 71 | 913 20 | 1.00 |
| Victoria ..... | 110848 | 739 35 | 961 65 | 30 00 | 1731 00 | 1.02 |
| Yarmouth ..... | 181151 | 682 80 | 975 19 | 17 58 | 1675 57 | .63 |
| Argyle ..... | 131270 | 433 20 | 735 88 | 12 42 | 1181 50 | .65 |
| Total, 1882.. | 4318324 | 20783 89 | 32429 18 | 360 00 | 53573 07 | .89 |
| " 1881.. | 4427229 | 20151 35 | 33313 75 | ..... | 53465 10 | .88 |
| Increase ..... | ..... | 632 54 | ..... | 360 00 | 107 97 | .01 |
| Decrease..... | 108905 | .... ... | 884 57 | ..... | ..... | .... |

## TABLE XIII.

### APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR SUMMER TERM ENDED OCTOBER 31, 1882.

| MUNICIPALITIES. | Grand Total days' attendance made by all the Pupils. | On account of Teachers employed. | On account of average attendance of Pupils. | On account of Pupils attending Halifax Ins'tion for Blind. | Total amount apportioned. | Amount per Pupil in attendance the Full Term. |
|---|---|---|---|---|---|---|
| Annapolis | 226215 | $1275 18 | $1412 29 | $30 00 | $2717 47 | .68 |
| Antigonish | 168731 | 1057 42 | 1372 01 | 30 00 | 2459 43 | .85 |
| Cape Breton | 317113 | 1535 58 | 2423 78 | ..... | 3959 36 | .82 |
| Colchester | 331047 | 1424 35 | 1692 72 | ..... | 3117 07 | .66 |
| Cumberland | 293537 | 1756 64 | 1769 90 | ..... | 3526 54 | .59 |
| Digby | 145047 | 599 89 | 1009 03 | ..... | 1608 92 | .74 |
| Clare | 96809 | 337 09 | 622 84 | ..... | 959 93 | .80 |
| Guysborough | 99043 | 570 21 | 1174 46 | ..... | 1744 67 | 1.31 |
| St. Mary's | 51812 | 293 57 | 414 76 | ..... | 708 33 | .82 |
| Halifax County | 328357 | 1529 57 | 2487 43 | 90 00 | 4107 00 | .82 |
| Hants, East | 132448 | 625 70 | 796 30 | ..... | 1422 00 | .67 |
| " West | 151371 | 643 59 | 1129 71 | ..... | 1773 30 | .79 |
| Inverness | 253887 | 1702 81 | 1809 19 | ..... | 3512 00 | .79 |
| Kings | 230475 | 1258 70 | 1937 65 | 30 00 | 3226 35 | .89 |
| Lunenburg and New Dublin | 221973 | 1120 70 | 1703 96 | 48 22 | 2872 88 | .82 |
| Chester | 41703 | 227 01 | 463 41 | 11 78 | 702 20 | 1.20 |
| Pictou | 395669 | 1870 54 | 2856 46 | 90 00 | 4817 00 | .77 |
| Queens | 128529 | 687 80 | 895 24 | ..... | 1583 04 | .73 |
| Richmond | 136913 | 853 21 | 1284 88 | ..... | 2138 09 | .99 |
| Shelburne | 80238 | 406 16 | 527 90 | 15 29 | 949 35 | .72 |
| Barrington | 72546 | 327 12 | 571 37 | 14 71 | 913 20 | .87 |
| Victoria | 88392 | 679 33 | 991 67 | 30 00 | 1701 00 | 1.24 |
| Yarmouth | 145751 | 599 81 | 1057 61 | 17 58 | 1675 00 | .80 |
| Argyle | 114038 | 405 83 | 763 25 | 12 42 | 1181 50 | .72 |
| Total, 1882 | 4251644 | 21787 81 | 31167 82 | 420 00 | 53375 63 | .83 |
| " 1881 | 4016584 | 21609 49 | 31721 01 | ..... | 53330 50 | .95 |
| Increase | 235060 | 178 32 | ..... | 420 00 | 45 13 | .... |
| Decrease | ..... | ..... | 553 19 | ..... | ..... | .12 |

## TABLE XIV.—EXPENDITURE OF GOVERNMENT FUNDS.—Public Schools, Special Academies, &c.

| COUNTY. | Common Schools. Paid to Teachers—Winter Term. | Paid to Teachers—Summer Term. | Total. | County Academies for the year. | Total assignable to Counties. |
|---|---|---|---|---|---|
| Annapolis | $4294 64 | $4318 58 | $8613 22 | $600 00 | $9213 22 |
| Antigonish | 3256 62 | 3622 07 | 6878 69 | 600 00 | 7478 69 |
| Cape Breton | 4942 56 | 5026 66 | 9969 22 | 600 00 | 10569 22 |
| Colchester | 5001 65 | 5127 98 | 10129 63 | ..... | 10129 63 |
| Cumberland | 4341 59 | 5299 45 | 9641 04 | 600 00 | 10241 04 |
| Digby | 2883 69 | 2978 88 | 5862 57 | 600 00 | 5462 57 |
| Guysboro' | 2383 97 | 2509 11 | 4893 08 | 600 00 | 5493 08 |
| Halifax, County | 4614 19 | 4973 69 | 9587 88 | ..... | 9587 88 |
| " City | 4699 35 | 4680 87 | 9380 22 | ..... | 9380 22 |
| Hants | 4028 98 | 4248 85 | 8277 83 | 300 00 | 8577 83 |
| Inverness | 5597 15 | 5497 01 | 11094 16 | *900 00 | 11994 16 |
| Kings | 4501 87 | 4133 36 | 8635 23 | 300 00 | 8935 23 |
| Lunenburg | 4463 69 | 4028 04 | 8491 73 | 600 00 | 9091 73 |
| Pictou | 6191 22 | 6177 27 | 12368 49 | ..... | 12368 49 |
| Queens | 2145 54 | 2109 65 | 4254 59 | 600 00 | 4854 59 |
| Richmond | 2504 04 | 2664 82 | 5168 86 | ..... | 5168 86 |
| Shelburne | 2133 34 | 2298 90 | 4432 24 | 600 00 | 5032 24 |
| Victoria | 2114 53 | 1984 66 | 4099 19 | 550 00 | 4649 19 |
| Yarmouth | 3927 73 | 3352 62 | 7280 35 | ..... | 7280 35 |
| Total, 1882 | 74026 35 | 75031 87 | 149058 22 | 7450 00 | 156508 22 |
| " 1881 | 72899 96 | 75273 54 | 148173 50 | 5457 00 | 153630 50 |
| Increase | 1126 39 | ..... | 884 72 | 1993 00 | 2877 72 |
| Decrease | ..... | 241 67 | ..... | ..... | ..... |

| Other Services, and Total Expenditure for Education. | |
|---|---|
| Inspectors' Salaries | $11100 00 |
| " Stationery, Postage, &c. | 500 00 |
| Examination | 581 69 |
| Travelling Expenses Normal School Pupils | 680 10 |
| Salaries | 3000 00 |
| Travelling Expenses (Superintendent) | 400 00 |
| Office Expenses (Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, &c.) | 1105 64 |
| Interest | 1 53 |
| Total | 17368 96 |
| Last Column | 156508 22 |
| Total for Public Schools, 1882 | 173877 18 |
| " " 1881 | 170593 80 |
| Increase | 3283 38 |
| Total for Public Schools | 173877 18 |
| " Special Academies | 5000 00 |
| " Normal and Model Schools | 5750 00 |
| Total Expenditure for 1882 | 184627 18 |
| " " " 1881 | 185518 80 |
| Decrease | 891 62 |

* $600 for Select Schools, 1881, (under Act now repealed.)

## TABLE XV.—AVERAGE SALARY OF MALE TEACHERS FOR THE SCHOOL YEAR 1881–82.

### FROM RATES PAID DURING TERM ENDED APRIL 30TH, 1882.

| COUNTY. | AVERAGE ANNUAL SALARY OF MALE TEACHERS. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1st Class—Grades A & B. | | | 2nd Class—Grade C. | | | 3rd Class—Grade D. | | |
| | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. |
| Annapolis | $120 00 | $249 88 | $369 88 | $90 00 | $157 00 | $247 00 | $60 00 | $95 00 | $155 00 |
| Antigonish | 120 00 | 162 00 | 282 00 | 90 00 | 125 00 | 215 00 | 60 00 | 102 00 | 162 00 |
| Cape Breton | 120 00 | 286 00 | 406 00 | 90 00 | 153 00 | 243 00 | 60 00 | 77 73 | 137 73 |
| Colchester | 120 00 | 280 00 | 400 00 | 90 00 | 178 00 | 268 00 | 60 00 | 110 00 | 170 00 |
| Cumberland | 120 00 | 252 00 | 372 00 | 90 00 | 191 00 | 281 00 | 60 00 | 143 00 | 203 00 |
| Digby | 120 00 | 306 00 | 426 00 | 90 00 | 144 16 | 234 16 | 60 00 | 180 60 | 240 60 |
| Guysborough | 120 00 | 249 50 | 369 50 | 90 00 | 208 00 | 298 00 | 60 00 | 141 50 | 201 50 |
| Halifax, County | 120 00 | 302 00 | 422 00 | 90 00 | 197 50 | 287 50 | 60 00 | 158 25 | 218 25 |
| " City | 120 00 | 549 00 | 669 00 | 90 00 | 360 00 | 450 00 | 60 00 | 354 00 | 414 00 |
| Hants | 120 00 | 314 00 | 434 00 | 90 00 | 214 00 | 304 00 | 60 00 | 108 00 | 168 00 |
| Inverness | 120 00 | 120 00 | 240 00 | 90 00 | 106 00 | 196 00 | 60 00 | 78 00 | 138 00 |
| Kings | 120 00 | 289 28 | 409 28 | 90 00 | 216 46 | 306 46 | 60 00 | 223 33 | 283 33 |
| Lunenburg | 120 00 | 256 00 | 376 00 | 90 00 | 169 90 | 259 90 | 60 00 | 129 60 | 189 60 |
| Pictou | 120 00 | 284 00 | 404 00 | 90 00 | 164 00 | 254 00 | 60 00 | 111 00 | 171 00 |
| Queens | 120 00 | 330 00 | 450 00 | 90 00 | 164 00 | 254 00 | 60 00 | 60 00 | 120 00 |
| Richmond | 120 00 | 153 33 | 273 33 | 90 00 | 124 33 | 214 33 | 60 00 | 74 33 | 134 33 |
| Shelburne | 120 00 | 224 00 | 344 00 | 90 00 | 244 86 | 334 86 | 60 00 | 160 00 | 220 00 |
| Victoria | 120 00 | 118 00 | 238 00 | 90 00 | 134 00 | 224 00 | 60 00 | 78 00 | 138 00 |
| Yarmouth | 120 00 | 378 10 | 498 10 | 90 00 | 211 42 | 301 42 | 60 00 | 243 33 | 303 33 |
| Average Salary, 1882 | 120 00 | 268 58 | 388 58 | 90 00 | 182 24 | 272 24 | 60 00 | 138 29 | 198 29 |
| " " 1881 | 120 00 | 276 96 | 396 96 | 90 00 | 176 82 | 266 82 | 60 00 | 132 52 | 192 52 |
| Increase | ..... | ..... | ..... | ..... | 5 42 | 5 42 | ..... | 5 77 | 5 77 |
| Decrease | ..... | 8 38 | 8 38 | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE XV.—AVERAGE SALARY OF FEMALE TEACHERS FOR THE SCHOOL YEAR 1881-82.

FROM RATES PAID DURING TERM ENDED APRIL 30TH, 1882.

| COUNTY. | Average Annual Salary for Female Teachers. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1st Class—Grade B. | | | 2nd Class—Grade C. | | | 3rd Class—Grade D. | | |
| | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. |
| Annapolis | $120 00 | $160 00 | $280 00 | $90 00 | $109 07 | $199 07 | $60 00 | $81 45 | $141 45 |
| Antigonish | 120 00 | 133 00 | 253 00 | 90 00 | 115 00 | 205 00 | 60 00 | 86 00 | 146 00 |
| Cape Breton | 120 00 | 300 00 | 420 00 | 90 00 | 141 76 | 231 76 | 60 00 | 94 12 | 154 12 |
| Colchester | 120 00 | 148 50 | 268 50 | 90 00 | 153 00 | 243 00 | 60 00 | 70 50 | 130 50 |
| Cumberland | 120 00 | 165 00 | 285 00 | 90 00 | 119 00 | 209 00 | 60 00 | 91 00 | 151 00 |
| Digby | 120 00 | 125 00 | 245 00 | 90 00 | 115 45 | 205 45 | 60 00 | 95 50 | 155 50 |
| Guysborough | 120 00 | 183 00 | 303 00 | 90 00 | 149 00 | 239 00 | 60 00 | 106 50 | 166 50 |
| Halifax, County | 120 00 | 224 00 | 344 00 | 90 00 | 163 00 | 253 00 | 60 00 | 112 25 | 172 25 |
| " City | 120 00 | 255 00 | 375 00 | 90 00 | 240 00 | 330 00 | 60 00 | 210 00 | 270 00 |
| Hants | 120 00 | 216 00 | 336 00 | 90 00 | 158 92 | 248 92 | 60 00 | 99 50 | 159 50 |
| Inverness | ..... | ..... | ..... | 90 00 | 112 00 | 202 00 | 60 00 | 78 00 | 138 00 |
| Kings | 120 00 | 140 66 | 260 66 | 90 00 | 140 36 | 230 36 | 60 00 | 98 91 | 158 91 |
| Lunenburg | 120 00 | 142 50 | 262 50 | 90 00 | 114 50 | 204 50 | 60 00 | 93 21 | 153 21 |
| Pictou | 120 00 | 152 00 | 272 00 | 90 00 | 133 00 | 223 00 | 60 00 | 93 00 | 153 00 |
| Queens | ..... | ..... | ..... | 90 00 | 109 00 | 199 00 | 60 00 | 79 00 | 139 00 |
| Richmond | 120 00 | 40 00 | 160 00 | 90 00 | 76 00 | 166 00 | 60 00 | 81 54 | 141 54 |
| Shelburne | 120 00 | 160 00 | 280 00 | 90 00 | 149 16 | 239 16 | 60 00 | 116 70 | 176 70 |
| Victoria | 120 00 | 100 00 | 220 00 | 90 00 | 94 00 | 184 00 | 60 00 | 70 00 | 130 00 |
| Yarmouth | 120 00 | 221 50 | 341 50 | 90 00 | 183 34 | 273 34 | 60 00 | 127 20 | 187 20 |
| Average Salary, 1882 | 120 00 | 168 59 | 288 59 | 90 00 | 135 55 | 225 55 | 60 00 | 99 17 | 159 17 |
| " " 1881 | 120 00 | 173 92 | 293 92 | 90 00 | 133 58 | 223 58 | 60 00 | 99 85 | 159 85 |
| Increase | ..... | ..... | ..... | ..... | 1 97 | 1 97 | ..... | ..... | ..... |
| Decrease | ..... | 5 33 | 5 33 | ..... | ..... | ..... | ..... | 68 | 68 |

## TABLE XVI.—PUBLIC SCHOOLS: COUNTY ACADEMIES—(Embodied in the Foregoing Tables.)

| ACADEMY. | HEAD MASTER. | Salary of Head Master. | No. of Teachers in all departments of the Academies. | No. of Departments. | In all Departments. Whole No. of *different* Pupils enrolled during the year. | In all Departments. Average No. of Pupils daily present—Winter Term. | In all Departments. Average No. of Pupils daily present—Summer Term. | In the High School only. Whole No. of *different* Pupils enrolled during the year. | In the High School only. Average No. of Pupils daily present—Winter Term. | In the High School only. Average No. of Pupils daily present—Summer Term. | In the High School only. No. of High School Pupils belonging to the Section. | In the High School only. No. belonging to the County, outside the Section. | In the High School only. No. not belonging to County. | In the High School only. No. of Males. | In the High School only. No. of Females. | Number Studying the Languages (in all the Departments.) English. English and Elocution. | English. Spelling. | English. Grammar and Analysis. | English. Composition. | English. Rhetoric. | Latin. Rudiments. | Latin. Translating Authors | Latin. Total Studying Latin. | Greek. Rudiments. | Greek. Translating Authors. | Greek. Total Studying Greek. | French. Colloquial. | French. Translating Authors. | French. Total Studying French. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | I. M. Longley, A.M. | $650 | 5 | 5 | 240 | 124. | 136.7 | 47 | 26. | 17.1 | 37 | 6 | 4 | 22 | 25 | 194 | 194 | 130 | 20 | .. | 6 | 4 | 10 | 2 | .. | 2 | 7 | 7 | 5 |
| Antigonish | A. G. McDonald, A.M. | 700 | 10 | 10 | 502 | 278.8 | 233.6 | 51 | 43. | 25. | 7 | 1 | 32 | 51 | .. | 401 | 401 | 23 | 68 | 9 | 3[illegible] | 28 | .. | 9 | 7 | 16 | 20 | 35 | 31 |
| Cape Breton | B. McKittrick, B.A. | 800 | 6 | 6 | 391 | 203. | 227. | 69 | 39. | 33. | 47 | 18 | 4 | 36 | 33 | 391 | 340 | 28 | 109 | .. | 2[illegible] | 11 | 31 | 2 | 2 | 4 | .. | .. | .. |
| Cumberland | E. J. Lay | 800 | 10 | 10 | 474 | 263.2 | 280.9 | 40 | 20.6 | 19.6 | 31 | .. | 9 | 15 | 25 | 417 | 435 | 35 | 162 | .. | [illegible]6 | 5 | 21 | 3 | .. | 3 | .. | 14 | .. |
| Digby | Alex. McRae | 650 | 5 | 5 | 270 | 135. | 150. | 54 | 24.4 | 24.1 | 42 | 11 | 1 | 22 | 32 | 239 | 270 | 150 | 11 | .. | 10 | 8 | 18 | .. | 1 | .. | 10 | 5 | 15 |
| Guysborough | W. G. Parsons, B.A.<br>J. R. Ruggles, B.A. | 700 | 3 | 3 | 141 | 91. | 84. | 50 | 18. | 24. | 50 | .. | .. | 30 | 20 | 141 | 141 | 120 | ... | .. | 13 | 5 | 18 | .. | .. | .. | .. | .. | .. |
| *Hants | J. F. Godfrey | 850 | 10 | 10 | 470 | ..... | 319. | 31 | .... | 22. | 30 | 1 | .. | 11 | 20 | 470 | 439 | 360 | 182 | .. | 6 | 6 | .. | .. | 4 | .. | .. | .. | .. |
| *Inverness | Geo. O. Forsyth, B.A. | 600 | 3 | 3 | 147 | ..... | 2. | 36 | .... | 22. | 32 | 2 | 2 | 14 | 22 | 147 | 147 | 131 | 12 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| *Kings | A. J. Denton, A.B. | 900 | 4 | 4 | 236 | ..... | 143. | 48 | .... | 29. | 38 | 9 | 1 | 25 | 23 | 236 | 236 | 215 | 47 | .. | 10 | 9 | 19 | 6 | 2 | 8 | .. | .. | .. |
| Lunenburg | E. H. Owen | 650 | 8 | 7 | 433 | 254. | 273. | 47 | 26. | 26. | 40 | 7 | .. | 10 | 37 | 432 | 432 | 308 | 47 | 20 | [illegible]7 | 1 | 28 | .. | 1 | 1 | 5 | 5 | .. |
| Queens | Nicholas Smith | 650 | 7 | 7 | 435 | 250. | 270. | 52 | 28. | 25. | 37 | 15 | .. | 32 | 20 | 435 | 435 | 120 | 20 | .. | 18 | 12 | 30 | 7 | 4 | 11 | .. | .. | .. |
| Shelburne | Henry McIntosh | 750 | 4 | 4 | 267 | 142. | 143. | 46 | 2[illegible] | 17.7 | 38 | 8 | .. | 23 | 23 | 219 | 219 | 114 | 33 | | [illegible] | 6 | 13 | .. | 4 | 4 | .. | .. | .. |
| Victoria | A. W. Herdman, A.[illegible]<br>E. J. Torey, A.B. | 600 | 3 | 3 | 160 | 66. | 77. | 51 | 21. | 16. | .. | .. | .. | 31 | 20 | 160 | 160 | 97 | [illegible]5 | .. | [illegible] | 3 | 25 | .. | .. | .. | .. | 4 | 4 |
| Truro Model Schools. | W. M. McVicar, A.B. | 900 | 12 | 12 | 891 | 523. | 567. | 49 | 28. | 19. | 43 | 5 | 1 | 17 | 32 | 891 | 891 | 717 | 253 | .. | [illegible] | 10 | 30 | 2 | 5 | 7 | 19 | 19 | .. |

* The Returns for this Institution are for the Summer Term only.

## TABLE XVI.—(Continued.) PUBLIC SCHOOLS: COUNTY ACADEMIES.

| ACADEMY. | IN ALL THE DEPARTMENTS. | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fine Arts. | | | Mathematics. | | | | | | Geography. | | History. | | | | Elements of Natural Science. | | | | | Other Branches | |
| | Vocal Music. | Drawing. | Penmanship. | Arithmetic. | Algebra. | Geometry. | Trigonometry. | Navigation. | Surveying. | Modern. | Ancient. | British America. | British. | Grecian. | Roman. | Chemistry. | Botany. | Zoology. | Astronomy. | Total studying Natural Science. | Natural Philosophy. | Keeping of Accounts. |
| Annapolis | .... | 71 | 194 | 194 | 23 | 23 | 5 | 2 | .... | 134 | 7 | 98 | 46 | 10 | 10 | 10 | .... | .... | .... | 10 | 4 | 30 |
| Antigonish | 30 | .... | 315 | 345 | 82 | 71 | 22 | 15 | 13 | 200 | .... | 65 | 103 | 19 | 19 | 14 | .... | .... | 6 | 20 | 24 | 25 |
| Cape Breton | .... | .... | 264 | 391 | 109 | 109 | 16 | 16 | .... | 260 | 4 | 96 | 155 | .... | .... | 50 | .... | .... | .... | 50 | 7 | .... |
| Cumberland | 327 | 319 | 341 | 394 | 37 | 37 | 13 | 4 | 8 | 284 | .... | 159 | 100 | .... | 36 | 12 | 85 | .... | .... | 97 | 4 | 33 |
| Digby | .... | .... | 198 | 223 | 68 | 32 | 3 | 3 | .... | 180 | .... | ... | 125 | .... | .... | 20 | .... | .... | .... | 20 | .... | 40 |
| Guysborough | .... | 49 | 140 | 140 | 27 | 33 | .... | .... | .... | 120 | .... | 16 | 112 | .... | 15 | 26 | .... | .... | 20 | .... | .... | 24 |
| Hants | 359 | 430 | 294 | 440 | 78 | 36 | .... | .... | .... | 421 | .... | 82 | 86 | .... | .... | 14 | 25 | .... | .... | .... | 2 | .... |
| Inverness | 111 | 81 | 136 | 131 | 30 | 8 | .... | .... | .... | 131 | .... | ... | 81 | .... | .... | 36 | 81 | .... | .... | 81 | .... | 7 |
| Kings | 107 | 228 | 228 | 236 | 27 | 26 | 3 | .... | .... | 235 | 11 | 102 | ... | .... | .... | .... | .... | .... | .... | 180 | .... | .... |
| Lunenburg | 432 | .... | 433 | 433 | 69 | 69 | 3 | .... | .... | 308 | .... | 148 | 98 | .... | .... | .... | .... | .... | .... | .... | 3 | 31 |
| Queens | 253 | 60 | 312 | 420 | 44 | 36 | 2 | 1 | .... | ... | .... | 20 | 151 | .... | .... | 2 | .... | .... | .... | .... | 2 | 43 |
| Shelburne | 149 | 81 | 158 | 204 | 46 | 46 | 7 | 1 | 1 | 114 | .... | 33 | 55 | 1 | 1 | 1 | .... | .... | .... | .... | 1 | 7 |
| Victoria | .... | .... | ... | 160 | 44 | 25 | 3 | 1 | .... | 97 | .... | 42 | 86 | 2 | .... | .... | .... | .... | .... | .... | .... | 7 |
| Truro Model Schools | .... | .... | 651 | 891 | 117 | 45 | .... | .... | .... | 651 | .... | 259 | 154 | 13 | 13 | .... | 241 | .... | 57 | 298 | .... | 105 |

## TABLE XVII.—SPECIAL ACADEMIES.

| ACADEMY. | PRINCIPAL. | Instructors. | | | Number of Pupils, their Age, Etc. | | | | | | | | | | | | | | Expenses. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of Regular Teachers. | No. of regular Assistants. | No. Assistants engaged part of time for special branches. | Whole No. of Pupils enrolled during year. | Average No. Pupils on roll. | Average No. Pupils daily present. | No. of new Pupils for year. | No. former Pupils 2nd year of attendance. | No. former Pupils 3rd year or upwards. | No. of enrolled Pupils belonging to Municipality or Town. | No. belonging to County but outside of Municipality or Town. | No. from outside of Co. | No. from Nova Scotia. | No from other Countries. | No. of Pupils under 15 years of age. | No. of Pupils 15 years of age and upwards. | Average age of Pupils | Annual Tuition Fee—Advanced Pupils. | No. of Weeks in Session during year. |
| Pictou Academy ..... | A. H. McKay, B.A., B., Sc... | 3 | ... | .... | 203 | 141 | 103 | 98 | 59 | 46 | 113 | 53 | 37 | 197 | 6 | 68 | 135 | 16.6 | $12 | 41 |
| Yarmouth Seminary..... | E. M. Chesley, A. M..... | 2 | ... | .... | 36 | 27 | 19 | 17 | 9 | 10 | 30 | 6 | .. | ... | ... | 2 | 34 | 17.2 | ..... | 35 |
| Institution for Deaf and Dumb... | J. Scott Hutton, M A..... | 3 | 2 | .... | 73 | ... | .... | 18 | 55 | .. | .... | .... | .. | 33 | 40 | 49 | 24 | .... | (a) $80 | .. |
| Halifax High School ..... | Edwin Gilpin, D. D..... | 4 | ... | .... | 128 | 81 | 77 | 40 | 55 | 33 | .... | .... | .. | 125 | 3 | 73 | 55 | 14 | $20 | 40 |

## TABLE XVII.—(Continued)—SPECIAL ACADEMIES.

| ACADEMY. | Number Studying the Languages. | | | | | | | | | | | | | | | Fine Arts. | | | Mathematics. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | English. | | | | | Latin. | | | Greek. | | | Modern Languages. | | | | | | | | | | | | | |
| | Reading and Elocution. | Spelling. | Grammar and Analysis. | Composition. | Rhetoric. | Rudiments. | Translating Authors. | Total studying Latin. | Rudiments. | Translating Authors. | Total study'g Greek. | French (colloquial.) | Translating French Authors. | Other Modern Languages. | Total studying Modern Languages. | Music. | Drawing. | Penmanship. | Arithmetic. | Algebra. | Geometry. | Trigonometry. | Navigation. | Surveying. | Other Mathematical Branches. |
| Pictou Academy | 70 | 70 | 192 | 192 | 122 | 71 | 57 | 128 | 17 | 20 | 37 | 62 | 12 | .... | 74 | .... | 149 | .... | 192 | 192 | 192 | 40 | 40 | 40 | ... |
| Yarmouth Seminary | .... | .... | 36 | 36 | .... | 22 | 7 | 29 | 2 | .... | 2 | 21 | .... | .... | 21 | .... | .... | .... | 36 | 36 | 19 | 2 | 2 | 2 | ... |
| Institution for Deaf and Dumb | (b) | (b) | (b) | (b) | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ... |
| Halifax High School | 128 | 128 | 128 | 128 | .... | 30 | 98 | 128 | 20 | 17 | 37 | .... | 90 | 7 | .... | .... | 25 | 128 | 128 | 128 | 128 | 12 | ... | ... | ... |

## TABLE XVII.—(Continued)—SPECIAL ACADEMIES.

| ACADEMY. | Geography. | | | History. | | | | | Elements of Natural Science. | | | | | | Other Branches. | | | | | | | | Prizes. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Modern. | Ancient. | Use of Globes. | British America. | British. | Grecian. | Roman. | Outlines of Universal. | Chemistry. | Botany. | Zoology. | Mineralogy and Geology. | Astronomy. | Total studying Natural Sciences. | Natural Philosophy. | Chemistry applied o Agriculture. | Elements of Political Economy. | Elements of Logic. | Elements of Moral Science. | Keep'g of Accounts. | Physiology. | Painting. | No. awarded during year. | Value Prizes awarded during year. |
| Pictou Academy | 180 | 57 | 180 | 30 | 160 | 20 | 57 | 57 | 67 | 92 | 13 | 47 | 47 | 192 | 45 | 35 | .... | .... | .... | 142 | 56 | 27 | 23 | $25 |
| Yarmouth Seminary | 36 | .... | 20 | 28 | 8 | .. | .. | 36 | 2 | .... | .... | .... | 20 | 23 | 18 | 2 | .... | .... | .... | 16 | 23 | .... | .... | .... |
| Institution for Deaf and Dumb | 24 | .... | .... | .... | 12 | .. | .. | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| Halifax High School | 128 | 15 | .... | 27 | 128 | .. | 15 | .... | 128 | .... | .... | .... | .... | 128 | .... | .... | .... | .... | .... | .... | 50 | .... | .... | .... |

## TABLE XVII.—(CONTINUED)—SPECIAL ACADEMIES.

| ACADEMY. | Rooms, Etc. | | Library and Apparatus. | | | | | | | Income. | | | | Expenditure. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of School Rooms and Class Rooms. | Style of Desks. | No. of bound Vols. added to Library. | Total No. of bound Vols. in Library | No. of Globes. | No. good Wall Maps. | No. 4to Dictionaries and Gazetteers. | Estimat'd cash value of other Apparatus. | Estimat'd cash value of all Apparatus. | From Fees and Contributions | From Rents and Invested Funds. | Provincial Grant. | Total. | Salaries of Instructors. | Average of Salaries. | Expended on Buildings and Repairs. | Expended for Books and Apparatus. | Miscellaneous. | Total. |
| | | | | | | | | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ | $ |
| Pictou Academy | 10 | Patent | 15 | 815 | 4 | 46 | 2 | 700 | 2050 | 303 | 2948 | 1400 | 4651 | 2700 | 675 | 295 | 36 | 1620 | 4651 |
| Yarmouth Seminary | 2 | " | .... | .... | .... | 9 | 5 | .... | 250 | .... | 500 | 1000 | 1500 | 1550 | .... | 286 | 49 | ..... | .... |
| Institution for Deaf and Dumb | 3 | Dawson | .... | 400 | 2 | .... | .... | .... | .... | 1985 | 1800 | 2000 | (e)8085 | 1392 | 464 | 223 | .... | (d)4539 | 6154 |
| Halifax High School | 4 | Patent | .... | .... | 1 | 14 | 6 | .... | .... | .... | .... | .... | ..... | .... | 900 | .... | .... | ..... | .... |

## TABLE XVII.—COUNTY ACADEMIES AND SPECIAL ACADEMIES — (CONTINUED.)

### PICTOU ACADEMY.

*Instructors.*—The Principal, *Mathematics and Science.*
R. McLellan, Esq., (Grade A), *Classics*
Wm. A. Fraser, Esq., B.A., (Grade A), *English.*
Miss M. J. McKenzie, (Grade A), *Fine Arts.*

*Elements of Natural Science.*—The subjects under this head, excepting Chemistry, are taken up in alternate terms. The Zoological work was not done in regular class hours, but by a "club" meeting regularly once a week in the Academy under the supervision and direction of the Principal. Several hundreds of specimens have in this way been collected and observations conducted and recorded in papers read and in the minutes of the transactions. A "botanical club" did similar work in Botany.

*Prizes.*—Twenty-dollars were presented for this purpose by Major-General Laurie, Oakfield; and five dollars by D. H. Smith, Esq., M. A. University Matriculants during the year won money prizes aggregating $2800 (twenty-eight hundred dollars).

*Class Rooms.*—Under this head are included such rooms as the Chemical Laboratory, Library, Museum, &c., but not such as the Principal's room, Teacher's room, Cloak rooms, &c.

*Fees, &c.*—All qualified students from the County of Pictou, are, necessarily, admitted free. Those from beyond the County pay an "admission fee" to the Town Clerk of six dollars for the term of six months. A portion of the amount under this head was contributed by the citizens of Pictou and others, for special purposes.

*Income from Rents, &c.*—The $2,948 in this column is the amount paid out of the general school fund of the Municipality for Academic purposes.

*Miscellaneous Expenditure.*—This includes the annual charge for interest on the New Academy Debentures paid by the Town Corporation.

A. H. McKAY, B. A., B. Sc.,
*Principal.*

### DEAF AND DUMB INSTITUTION.

*(a)* This is the nominal charge, but most of the pupils are boarded and educated *free.*

*(b)* Mere tabulated returns give no proper idea of the work done in a school like this. The specific object of Deafmute Education is to impart a practical knowledge of common English, such as the youngest child possesses before he goes to school. Everything is subordinated to this end.

TABLE XVII.—(CONTINUED.)

*(c)* This includes $1500 from New Brunswick, $300 from P. E. Island and $500 from Newfoundland.

*(d)* This includes Matron's salary, Servants' wages, Board of Pupils, fuel, gas, and all other household expenses.

J. SCOTT HUTTON, M. A.,
*Principal.*

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## QUEENS COUNTY ACADEMY.

In addition to the *fifteen* pupils from "outside the section" (nearly one-third of those attending the High School department) there are about *seven* attending the other departments from whom no fees are collected.

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## KINGS COUNTY ACADEMY.

The Academy Grant having been given only for this Summer, the above figures have reference only to the Summer term and therefore do not cover the school year. The outlook is very encouraging, and the Trustees have resolved to employ an additional teacher (the fifth) next Spring. The Section has voted $1000 to add two new departments. The Trustees have been pleased to provide additional chemical apparatus and other requisites.

## TABLE XVIII.

### SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION, 1882.

| | |
|---|---|
| Common Schools | $149,058 22 |
| Normal School | 5,750 00 |
| Special Academies | 5,000 00 |
| County Academies | 7,450 00 |
| Inspectors' Salaries | 11,100 00 |
| " Stationery, Postage, &c. | 500 00 |
| Office Expenses, Registers, Register Covers, Stationery, Postage, Expressage, &c | 1,105 64 |
| Salaries | 3,000 00 |
| Travelling expenses, Superintendent | 400 00 |
| " " Normal School Pupils | 680 10 |
| Examination | 581 69 |
| Interest | 1 53 |
| | $184,627 18 |

# PART III.

# APPENDICES.

# APPENDIX A.

## REPORT OF THE NORMAL SCHOOL.

To DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

SIR,—I have the honor to submit my Report of the Normal School for the Session of 1881-2.

The chief new feature of the year was the carrying into effect of those regulations by which attendance throughout a full session is made a condition of our Diploma, and by which applicants for admission, who have not previously attended the Institution, are not to be received after the formal opening on the second Wednesday of November. The experience of the year has not developed any circumstances prejudicial to either of these regulations; but on the contrary has confirmed the wisdom of the change.

The total number of students enrolled during the year was one hundred and sixteen, which is somewhat less than for several preceding years. This falling off was to be expected as a result of excluding applicants after the formal opening, We have, however, more than compensation for this loss in the increased time of attendance, and more thorough training of the number in attendance, as well as in the more systematic management of the Institution.

Seventy-six students attended throughout the year, as compared with sixty-seven during the preceding year. As shown in the subjoined table, we awarded eighty-two diplomas, including six of Grade Superior, forty-seven of Grade Good, and twenty-nine of Grade Fair.

The Governor-General's *Silver Medal* was awarded to Miss Winifred Crowell of Barrington; the *Bronze Medal* to Miss Adella G. Jackson of Cornwallis,—these young ladies taking first and second rank, respectively, as the writers of essays on *Pestalozzianism in its relation to modern methods.*

The expenditure of the year has been somewhat increased by necessary repairs on the buildings. The slating of the roof, which was not securely fastened in the first instance, required prompt attention to protect the building from serious injury. The total cost of repairs amounted to about $50.00.

Miss Smith, our Instructor in Industrial Drawing, has, on different occasions, drawn my attention to the inadequacy of her salary. I desire hereby to bring the matter to the notice of the Council of Public

Instruction, and in doing so I feel assured that no argument is needed to show that $250 is a mere nominal salary for a person of Miss Smith's ability in this line of work. When the present arrangement was entered into, it was thought that the salary would be largely supplemented by fees from private pupils. This has, however, proved to be a very uncertain and unproductive source of emolument. Miss Smith's duties have been considerably increased since her first connection with the Institution, and I trust it may be found practicable to allow her some additional remuneration.

I have the honor to be,

Yours respectfully,

J. B. CALKIN.

NORMAL SCHOOL,
Truro, Dec. 31st, 1882.

# Students of Normal School, 1881-2.

Students whose names are marked thus * were not examined for License at close of Session.

| Name. | County. | Grade of License on entering. | Grade of License obtained. | Normal School Diploma. |
|---|---|---|---|---|
| *John F. Steele..... | Guysborough, | C | .. | |
| Charles A. Hamilton ..... | Guysborough, | C | B | |
| John T. Dimock ..... | Kings, | C | B | Good. |
| *James E. Berteaux..... | Annapolis, | D | .. | |
| Ebenezer Fulton..... | Colchester, | .. | B | Good. |
| Job Dart ..... | Hants, | .. | D | Fair. |
| *Wm. S. Calkin ..... | Colchester, | .. | .. | Good. |
| John Arthur Grierson .... | Kings, | .. | D | " |
| Moses Coady ..... | Inverness, | C | B | " |
| John H. MacDonald..... | Inverness, | C | B | " |
| Henry E. A. Bowles..... | Kings, | C | B | " |
| George Millar ..... | Colchester, | D | B | " |
| *Daniel McD. Clarke..... | Pictou, | B | .. | " |
| *David S. Clarke ..... | Pictou, | C | .. | |
| Mariner J. Ingraham ..... | Inverness, | D | C | " |
| Lee J. Ingraham..... | Inverness, | D | D | " |
| John D. McLeod..... | Victoria, | C | C | Superior. |
| Wm. H. Magee ..... | Kings, | B | A | " |
| Ormond Lyons ..... | Kings, | C | B | |
| *Geo. Whitfield Coffin .... | Kings, | C | .. | |
| Alphonso L. Lyons..... | Kings, | D | C | Fair. |
| Winifred G. Crowell..... | Shelburne, | C | B | Superior. |
| *Jane Bruce ..... | Halifax, | C | .. | |
| Emma A. Gilman..... | Yarmouth, | D | D | Good. |
| Bessie Freeman..... | Queens, | C | .. | Superior. |
| Jeanie E. Grierson ..... | Kings, | C | .. | Good. |
| Mary Ann McLeod..... | Colchester, | C | .. | |
| Ida May Wiswell ..... | Halifax, | .. | C | Good. |
| Maggie Smith ..... | Queens, | .. | C | Good. |
| Martha A. Clarke..... | Pictou, | C | B | Good. |
| Kate Murray..... | Pictou, | D | B | Good. |
| *Margaret E. Mellish ..... | Halifax, | D | .. | |
| Lily A. Scott..... | Hants, | D | C | Good. |
| Clara Robinson..... | Kings, | D | C | Good. |
| Annie Henderson ..... | Guysborough, | C | B | Good. |
| Ella C. Elderkin ..... | Hants, | C | C | Good. |
| Adella G. Jackson ..... | Kings, | C | B | Superior. |

NORMAL SCHOOL.—(CONTINUED.)

| NAME. | COUNTY. | Grade of License on entering. | Grade of License obtained. | Normal School Diploma. |
|---|---|---|---|---|
| *Ada Lewis | Cumberland, | C | .. | |
| *Susan Creelman | Colchester, | B | .. | |
| Lizzie A. Olding | Pictou, | C | B | Good. |
| *Emma A. Murry | Colchester, | D | .. | |
| Emma H. Allen | Yarmouth, | D | C | " |
| Josie A. Upham | Colchester, | .. | D | " |
| Lucy J. Spencer | Colchester, | C | C | " |
| Sara Creelman | Colchester, | D | C | " |
| *Clara Dickie | Colchester, | .. | .. | |
| Mary McLellan | Hants, | D | C | " |
| *George C. Hamilton | Colchester, | C | .. | |
| Lalia B. Parker | Hants, | C | B | |
| Augusta L. Palfrey | Annapolis, | D | C | " |
| Stephen H. Rogers | Pictou, | C | B | |
| *Edith C. Spencer | Colchester, | C | .. | |
| Samuel Lawrence | Hants, | C | B | |
| Mary McD. Chisholm | Guysborough, | D | C | " |
| Charlotte Mumford | Hants, | D | C | |
| Ada M. Tupper | Colchester, | .. | D | Fair. |
| Hester A. Sproul | Cumberland, | D | C | Good. |
| Jessie H. McDonald | Colchester, | .. | C | " |
| Bertha Rice | Digby, | .. | C | " |
| *Cynthia Dunn | Digby, | C | .. | " |
| Ella Dunlap | Colchester, | D | C | " |
| Maggie L. Bentley | Colchester, | .. | C | " |
| Mary M. Kirkpatrick | Cumberland, | .. | C | " |
| Julia Sayre | Cumberland, | .. | D | Fair. |
| Susie Dickson | ..... | .. | D | Good. |
| Clara M. Harlow | Queens, | D | C | " |
| Beatrice E. Lynch | Hants, | D | C | |
| *Janie Maxwell | Pictou, | D | .. | |
| Elizabeth R. Gibbons | Halifax, | .. | D | Fair. |
| Jane B. Peers | Colchester, | .. | D | " |
| Christina Ross Frame | Hants, | .. | C | Good. |
| Lucy F. Logan | Colchester, | .. | C | Fair. |
| *Annie E. Scott | Hants, | C | .. | |
| Florence M. Evans | Kings, | D | C | Good. |
| Annie Hamilton | Colchester, | .. | C | Fair. |
| *Mary A. Pigott | Colchester, | .. | .. | |
| Jessie R. Olding | Pictou, | D | C | |
| Jeanie McDougall | Colchester, | D | C | " |
| *Abbie C. Gray | Colchester, | D | .. | |
| Cassie Gray | Colchester, | .. | D | |
| Annie M. Hislop | Colchester, | .. | D | " |
| Alice Tupper | Colchester, | .. | D | Good. |

NORMAL SCHOOL.—(CONTINUED.)

| NAME. | COUNTY. | Grade of License on entering. | Grade of License obtained. | Normal School Diploma. |
|---|---|---|---|---|
| *Maggie M. Johnston..... | Pictou, | .. | .. | |
| Maggie E. Matheson..... | Pictou, | .. | D | |
| Minnie A. Newcombe..... | Kings, | .. | D | Fair. |
| *Caroline J. Hamilton.... | Shelburne, | D | .. | |
| Annie Leedham ..... | Halifax, | .. | D | " |
| Annie M. Chaplain ..... | Halifax, | D | C | " |
| Annie Chaplain..... | Colchester, | .. | C | " |
| Maude C. Reid .. ..... | Colchester, | .. | C | " |
| Irene A. Ritchie..... | Annapolis, | .. | .. | Good. |
| Alena B. Munro ..... | Annapolis, | .. | .. | " |
| Christie F. Miller ..... | Pictou, | D | C | " |
| *Minnie B. McCurdy ..... | Colchester, | .. | .. | |
| Annie B. Craig..... | Colchester, | .. | C | " |
| Maggie B. Mahon ..... | Colchester, | .. | D | Fair. |
| Laura Kent ..... | Colchester, | D | D | " |
| Ida May Richardson..... | Colchester, | .. | .. | " |
| Josephine Archibald..... | Colchester, | .. | D | " |
| Annie Creelman ..... | Colchester, | .. | .. | " |
| Annie McDougall ..... | Colchester, | .. | C | " |
| Ellen Davis..... | Colchester, | .. | D | " |
| Mary J. Cuttle ..... | Colchester, | .. | .. | " |
| Lily J. Stevens ..... | Colchester, | .. | .. | " |
| Albert A. Potier ..... | Yarmouth, | D | D | " |
| *George H. Crowe ..... | Colchester, | .. | .. | |
| Leslie Eaton ..... | Kings, | .. | D | Good. |
| *Hedley V. Kent..... | Colchester, | .. | .. | |
| John Sayre ..... | Cumberland, | .. | D | Fair. |
| Everett Crowe..... | Colchester, | .. | C | Good. |
| Wm. M. Geddes..... | Halifax, | D | C | |
| Catherine McLeod ..... | Cumberland, | .. | .. | Fair. |
| *Sarah Robertson..... | Shelburne, | D | .. | Superior. |
| Lillie C. Archibald ..... | Colchester, | D | C | |
| *Emma M. Crosby ..... | Yarmouth, | C | .. | Fair. |
| Meleta P. McCollough .... | Colchester, | .. | C | " |

## NORMAL SCHOOL.

| Year. | No. of Teachers. | STUDENTS. | | | | | EXPENDITURE. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total number enrolled. | Attended full Session. | Attended part of Session. | Average time of attendance in weeks. | Received Licenses. | Salaries of Teachers. | Salary of Janitor. | Fuel. | Contingencies, Stationery, &c. | Total. |
| 1882 | 5 | 116 | 76 | 40 | 27 | 80 | $4150 | $350 | $168 | $307 26 | $4975 26 |
| 1881 | 5 | 136 | 67 | 69 | 26 | 89 | 4150 | 350 | 145 | 239 68 | 4884 68 |

## MODEL SCHOOL.

| Year. | No. of Teachers. | PUPILS. | | | | | EXPENDITURE. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. registered Winter Term. | Average daily attendance Winter Term. | No. registered Summer Term. | Average daily attendance Summer Term. | Total No. different Pupils registered during year. | Salary of Teachers. | Amount received from Province. | Expended on Buildings and Grounds. | Cost of Fuel. | Salary of Janitor. | Insurance. | Total. |
| 1882 | 12 | 699 | 523 | 758 | 567 | 891 | $4800 | $800 | $81 | $133 | $250 | $43 50 | $5307 50 |
| 1881 | 12 | 659 | 467 | 715 | 526 | 987 | 4800 | 800 | 60 | 120 | 250 | 43 50 | 6073 50 |

# APPENDIX B.

# REPORTS OF INSPECTORS OF SCHOOLS.

## DISTRICT No. 1.—CITY AND COUNTY OF HALIFAX.

HINKLE CONDON, *Inspector.*

SIR,—I have the honor to submit my Annual Report upon the Public Schools of District No. 1, for the year ended October 31st, 1882.

*Sections.*—At the meeting of the Rural Boards in June last, the Moose River Gold Mines District was formed into a School Section, Trustees have been appointed, and a school will be opened as soon as the necessary arrangements are completed. This will make a total of 128 Sections; 68 in the Western District, 38 in the Eastern, and 22 in the Rural.

*Sections without School in the Winter Term.*—Victoria, Lower Ward, Shad Bay, Brookside, Harrietsfield, Spryfield, Goodwood, Sambro, Lucas, Maroon Hill, Beaver Bank Station, Goff's, and Middle Lake Porter in the Western District,—(13). Musquodoboit Harbor, Stevens Lakeville, Clam Harbor, Mushaboon, Sheet Harbor Road, Beaver Harbor, and Sober Island, (7) in the Eastern; Dutch Village, Landell's Kew, McKenzie, and Caribou, (5) in the Rural.

*Sections without School in the Summer Term.*—Head Harbor, Peggy's Cove, Sambro, Goodwood, Spryfield, Beech Hill, Maroon Hill, Windsor Junction, Porter's Lake, and Lower East Chezzetcook, (10) in the Western; Pleasant Point, Lakeville, Mushaboon, Beaver Harbor and Sober Island (5) in the Eastern; Landell's and Caribou, (2) in the Rural.

*Sections having no School during the year.*—Spryfield, Goodwood, Sambro, Maroon Hill, Lakeville, Mushaboon, Beaver Harbor, Sober Island and Landell's, (9).

Although school has been kept in the Terren's Bay Section for years, it has been wholly unconnected with our school system, deriving its support from other sources. The African Section, which was for three years maintained in the same way, was opened in May last, with an excellent teacher, and is now working under our School Law. This notice of these two schools will explain what might otherwise appear a discrepancy in the Statistical Tables.

*School Accommodation.*—In the majority of our Sections the accommodation is pretty well up to the requirements of the law.

Landell's Section has provided a large and convenient house. Dartmouth has also met the need of increased accommodation by enlarging at an expense of $1,620.00.

Sambro, after wasting years of valuable time, has at last finished the house and arranged to open a school for 1883. Oldham has reopened in a Hall which is much more comfortable than the old house destroyed by fire, during the Winter Term.

*Furniture.*—Here also real improvement has been made. Several houses have been fitted with new desks, although I regret to say, they have not always been made according to proper models, and in such cases proper grading has been rendered difficult. A mistake in the construction and placing of the furniture is often the cause of much discomfort in the working of the school, and sometimes cannot be easily rectified.

*Schools*—During the Winter Term there were 116 schools in operation, with 5,064 pupils, and a grand total attendance of 320,457 days.

*Summer Term.*—124 schools, 5,312 pupils, and grand total of 323,-357 days.

The following tables give a clear view of the matters to which they refer:

| | No. of Schools. | Pupils. | Grand Total Days. |
|---|---|---|---|
| 1882..... | 240 | 10,376 | 648,814 |
| 1881..... | 234 | 10,261 | 646,524 |
| Increase..... | 6 | 115 | 2,290 |

Both departments of the Herring Cove School were closed for half of the summer term, on account of the prevalence of diphtheria, which has carried off upwards of fifty children in this section within the last five years.

The Graded School at Waverly was also closed for thirteen days from the same cause, but the time that the school is closed by medical authority does not adequately account for the diminished attendance, because the serious apprehensions of contagion, so justly entertained by those who have ever been exposed to the ravages of diphtheria, affect the attendance both before and after the period that the school is actually closed. Halifax County, in common with other parts of the Province, suffered from the severe and frequent storms, and the almost impassable roads which characterized the last three months of the winter term.

*No. of Pupils in Attendance during the year.*

| | |
|---|---|
| 1882..... | 6,314 |
| 1881..... | 6,287 |
| Increase..... | 27 |

*Teachers and Grades.*

| | A | B | C | D | Total. |
|---|---|---|---|---|---|
| Winter Term..... | .. | 10 | 66 | 41 | 117 |
| Summer Term..... | .. | 11 | 68 | 51 | 130 |

| | | | |
|---|---|---|---|
| Males for Winter Term ..... | 25 | Females ..... | 92 |
| " " Summer " ..... | 22 | " ..... | 108 |

I may here remark that of the eighty candidates who were examined for licenses in 1882, only three were males: 1 for Grade B, 1 for C, and 1 for D.

*Average Annual Salary of Teachers from Sections.*

| | |
|---|---|
| Males—Grade B | $322 00 |
| " " C | 197 50 |
| " " D | 158 25 |
| Females—Grade B | 224 00 |
| " " C | 163 00 |
| " " D | 112 25 |

Of course this includes Dartmouth.

All of this, however, houses, furniture, apparatus, &c., are but the means to an end, viz: the training and education of the children. Here, as the world over, we find that the "teacher makes the school." As an example, I have in my mind a section where a young lady of Grade C taught. Disorder prevailed, and but little work was done, for although a routine of drill may overlay and almost extinguish intellectual life, still no marked improvement in any school can be attained without system and order. On my first visit in the term, I made my estimate *Fair;* second visit, *Bad.* The average attendance was less than 45%. This teacher was succeeded by one who had taken high standing in our Normal School. The aphorism above quoted justified itself. At once order was established, an interest awakened, books, &c., provided, and an average attendance of 73% secured.

*Reading.*—This very important branch is steadily improving, because more attention is paid to articulation, to the proper enunciation of the elementary sounds of the language, and above all, because our best teachers are seizing the opportunities which it offers for a careful and discriminating drill in imparting useful information, testing general knowledge, arousing the intellect, and developing the moral nature.

*Geography.*—In the Statistical Tables 1900 are reported as studying the Geography of Nova Scotia, and it is now no uncommon thing to find in our County Schools children who can draw from memory a very creditable map of this Province.

*Arithmetic.*—The longer Kirkland and Scott's and Hamblin's Smith's Arithmetics have been in use the greater the progress in this study which, whether we consider its practical utility, or the fine scope which it affords for mental discipline, must always take high rank in our Common School Course.

In these three branches I have marked the most decided improvement.

Looking over my Notes of Inspection for the month of June, which month is taken at random, I find 48 visits made, and in my estimate 3 schools are marked *Superior*, 33 *Good*, 11 *Fair*, and 1 *Bad.*

I have endeavoured, according to instructions, to take into account, as far as possible, the previous condition of the School, together with the circumstances of the Section.

It is scarcely possible to exaggerate the evil effects of irregular attendance on the advancement of our Schools, and it becomes a

matter of paramount importance to determine what measure will obviate this great obstacle to educational progress. Two potent factors in this much-needed reform, seem, in my judgment, to be the *Teacher* and the *Trustees*; on the part of the one, we have a right to expect thorough devotion to his work: from the others a faithful performance of the duties of Trustees as defined by law.

As we see both parents and children become indifferent where the discipline is bad and instruction worthless, so, on the contrary, a good cheerful school receiving due attention from the Trustees and the community in general, not only at the closing exercises, but throughout the term, has an attractive character; the children feel that the eye of the public is upon them, and pride in their school is an incentive to diligence and good behavior. But, unfortunately, many cases cannot be reached in this way, and unless we wish to see ignorance perpetuated, the stringent application of a compulsory law becomes a necessity.

I forwarded, in due time to all the sections, "The Act to secure better attendance at Public Schools."

Upon careful examination of the Minutes of Annual Meetings, together with such information as I have since obtained, I find the vote stands as follows:—

| | | |
|---|---|---|
| Approved unanimously | 25 | Sections. |
| " by a majority | 18 | " |
| Rejected unanimously | 15 | " |
| " by a majority | 7 | " |

In other Sections it does not appear to have been submitted.

## Educational Association.

The City Schools were represented by 12 teachers at the Association in 1882, and the County Schools by 46,—but as 8 of the latter were not in actual service at the time they did not enroll themselves as members.

## City Schools.

In visiting these schools I have been pleasantly struck with the good effect which the establishment of the High School has already produced and, as time goes on, its stimulating influence will be still more felt and appreciated, as the attainment of Honor Scholarships affords a definite object for some of our best schools to aim at.

We meet in our City Schools, especially in the primary and elementary departments, teachers who have had the benefit of Normal School training; for although, by reason of special natural aptitude, or many years' experience, some teachers who have never received a strictly professional training may excel, it remains an indisputable fact that the young teacher, who has received careful drill in a training school, enters upon his work with far greater chances of success. If a short course in the *Principles* and *Art* of Teaching could be arranged at the Normal School for the benefit of those who already hold licenses, I am convinced that many would gladly avail themselves of the privilege.

### DRAWING.

The arrangement by which the teachers of Halifax and Dartmouth are enabled to receive systematic instruction from the teacher of this branch in the Normal School, gives us reason to hope that before long Drawing will be as successfully studied in our City and Dartmouth Schools as Reading, Writing and Arithmetic. Its value as a mode of expression is unbounded, and its influence in the direction of care, accuracy and neatness, cannot be rated too highly. Already teachers here and there all over the county, who have attended the Normal School of late, are introducing it into their Schools.

The able Lectures of that enthusiastic Art Master, Walter Smith, before the Association, in Truro, in July last, has given an impetus in the right direction, which, if diligently acted upon, will produce a marked change for the better, especially when the value of Drawing as an auxiliary to other studies is rightly estimated.

Respectfully submitted,

H. CONDON.

To DAVID ALLISON, LL. D.,
*Superintendent of Education.*

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## DISTRICT No. 2—LUNENBURG AND QUEENS.

THOMAS R. PATTILLO, A. M., *Inspector.*

SIR,—In compliance with the law I have the honor to submit for your consideration the following report of the schools and school work, in District No. 2, for the year ending Oct. 31, 1882 :—

From a comparison of the Returns of the past two years in respect to the number of schools in operation, pupils enrolled, and attendance, I find in the Winter Term of 1882 in Lunenburg County an *increase* of eight (8) schools and one hundred and forty three (143) pupils—with a decreased attendance of five thousand two hundred (5,200) days, and in Queens an *increase* of nine (9) schools and one hundred and forty five (145) pupils, with a decreased attendance also of four thousand two hundred and four (4204) days.

In the Summer Term of 1882 there was an *increase* in Lunenburg County of twelve (12) schools, three hundred and sixty-nine (369) pupils, thirty-six thousand eight hundred and sixteen (36,816) days, and in Queens of three (3) schools, forty-five (45) pupils, and six thousand one hundred and seventy-seven (6177) days. The unusually boisterous weather of the past winter, with the prevalence of measles, whooping cough and diphtheria in the District affects the grand totals.

Twenty (20) Sections in Lunenburg and one (1) in Queens had no school during the year. Of the former only three (3) had suitable buildings. Six (6) others, Pleasantville, Lower Cornwall Grant Farmerville, Cherry Hill, and Harriston had new houses under contract; which have been finished recently, and are now occupied,

while eight (8) more, Sandy Beaches, MillCove, Crouser, Ryno, Nineveh, Lower Woodstock, Little Tancook and Deep Cove, made provision at the last Annual meeting to build next Summer.

*Improvements.*—In addition to the new houses mentioned the *old* ones in New Canada and Feltzer South, Lunenburg County, were enlarged, repaired thoroughly and made very convenient. Those in Port Lebear, Catherine's River, S. W. Port Matoon, Port Matoon Island, Gull Island and Devonshire (Queens) with Lewiston and Camperdown, (Lunenburgh), were plastered and made comfortable for Winter school.

Indian Point, Rosedale and Riverdale, have decided to replace their condemned buildings with new ones next Summer.

Bridgewater voted sufficient money at the last annual meeting to erect a school-house in the south end of the town for the accommodation of the small children in that part of the section. A number of out-buildings have been supplied. Several school-houses were painted and a large number whitewashed, which added greately to their neatness and attractiveness, as well as rendered them *healthier* resorts for the children.

*Schools.*—The Academies continue under the supervision of Messrs. Owen and Smith, gentlemen of large experience, who take a lively interest in all that concerns their respective institutions. The quality of the work done in the High School departments, as well as that in many of the intermediate, will compare *very* favorably with that in similar institutions. The exercises in Classics and Mathematics, witnessed during my official visits, were very creditable. The only drawback I saw to splendid success under these gentlemen was the want of pupils to fill the classes in the higher branches. Could the best students from the advanced departments of the different graded schools in each county be concentrated in the Academic Class rooms, there would be sufficient material for more satisfactory results to both teachers and taught. Mr. Owen prepared a pupil for matriculation at King's College, but just as the work was accomplished, as far as he was concerned, the young gentleman abandoned his books for mercantile pursuits, a very unsatisfactory recompense to his teacher for his patience and painstaking. Mr. Smith was more fortunate with the young man prepared, under his direction, for matriculation at Dalhousie, who not only presented himself for examination, but also secured a Bursary. Both teachers have pupils studying for examinations. Classes from both these institutions went up for Teachers' Licenses in July, and were fairly successful. In some of the departments in the Liverpool Academy, Object Lessons were introduced and very successfully taught. This new feature in the exercises I trust will be generally adopted when the course of study is introduced. A rather remarkable coincidence occurred in connection with the enrolment and attendance at these institutions last term. There were 392 pupils enrolled in each, 269.11 attended the Lunenburg school each day. 299.81 the Liverpool schools. 68.15 per cent. in the former; 68.83 per cent. in the latter. Lunenburg needs largely increased accommodation for the pupils of the Primary Departments, the rooms of which *were crowded to excess*, and many children of school age in the section shut out. At two meetings the question of erecting a school house in Newtown was discussed and some preliminary aetion taken; but nothing very definite done. To

crowd these schools again as they were last term without an extra effort at more accommodation will be an *outrage* on parents, teachers and children.*

Mr. W. W. Parker, took charge of the Bridgewater schools in May last. Under his supervision they are working excellently and giving general satisfaction.

Mahone Bay schools have been quite satisfactorily taught this year. The pupils that attended the July examination from the advanced department succeeded admirably; Miss M. Jodry obtaining the second place on the list of successful C candidates, and Miss M. Veinot the head of the list for successful D candidates in the Province; two others secured good averages on D.

Chester's advanced department was very efficiently taught by Mr. G. E. Marshall, who, I regret to report, has left the profession, His place is supplied by Mr. Charles Williams, a very worthy young teacher, one of Mr. M.'s former pupils. The section has acted very wisely in finishing and seating an unoccupied room in the schoolhouse and opening a third school in it. This will relieve the overcrowded primary room, and be of great advantage to all the departments.

Port Medway was forced to part with the services of Mr. N. F. Baker at the close of the winter term. This gentleman was an efficient teacher, and managed that institution very successfully for a number of years. He left the profession for mercantile pursuits, and his position was assigned to Miss Sophia Martell, a grade B, with professional training. From this young lady's labors we expect good results.

Mill Village, after enjoying the excellent instruction of C. D. Mark, Esq., for a number of years, was obliged to part with him this autumn. It is to be hoped his absence from the school will be only temporary. After considerable delay Miss Mary Browne, grade C, was engaged to succeed him.

Milton was forced to make changes in its teaching staff this autumn also. James B. Knowles, A. B., has charge of the first department, and Miss Clara Freeman the intermediate. The former, a young teacher of much promise, resigned his position to continue his studies; the latter, an experienced and excellent instructress, severed her connection with the institution in which she has labored most successfully for some years, to teach abroad. The management has passed under the control of Mr. Burgess McMahon, whose success in other counties leads us to hope for similar good results there.

Brooklyn, the last and smallest of the graded schools, made changes likewise.

Not less extensive were the changes in the miscellaneous schools, whereby, in addition to those named, upwards of *thirty* others left the teaching staff—the most of them permanently—and amongst them some excellent teachers. Their places were filled in part by teachers from other counties, the majority of them without experience. The demand at the commencement of each term was so much beyond the

*In such a case as this it is the plain duty of the Inspector to report the defective accommodation to the Board of Commissioners, as a ground on which the buildings *should be condemned.* D. A.

supply that after every available licensed teacher in the district was employed, and all that could be obtained from other localities had been secured, a number of the poor and scattered sections were still destitute. To remedy this want I felt it my duty to recommend certain individuals, with whose qualifications I was conversant, for Local Permissives. I disapprove of the principle where it can be avoided, but when the question arises of "*a school* or *no school*," the doubt I think should be in favor of the Section.

The teachers, as a body, labored faithfully, with varied success, in proportion to their application, attainment, and abilities. In a few instances, it became my unpleasant duty to reprove carelessnes and indifference. Two such persons deemed it wise to quit the profession for employment more congenial. In a fair percentage of the schools *marked* progress was visible, which was not confined to the schools possessing the greatest advantages, and presumably the best teachers, but characterized several of the outlying sections also, where scarcely any pretension was made to excellence. In a much larger percentage, the exercises were little more than routine, with but slight attempts at variety or originality, which may be accounted for, very largely, through want of *preparation* for *school-work* outside of the school-room. There are too many yet who think that the teacher's work ceases with the closing of the school-house door, as does the laborer's when he puts down his pick; consequently, they meet their classes with less knowledge of the lesson, than those to whom they assigned them. The most of the young teachers started well; where I could do so conveniently, I called early in the term to advise and assist in starting their classes, and organising the school. When later, I made official visits, I was pleased to find they were progressing very favorably. The "Local Permissive" teachers have, with only two exceptions, given satisfaction; in fact, some of them far outstripped in quality and quantity the work of many of those duly licensed.

*Salaries.*—Under this head the rapidly decreasing supply of teachers can be readily accounted for. When the trustees and parents become unwilling to allow them *half* as much remuneration for training thirty or forty children, week after week, and month after month, as they do ordinary laborers on the wharf or farm, or the domestic in the kitchen, they need not be surprised to find their school-houses closed, and the teachers more profitably employed. A large proportion of those employed in this District the past year, notably those in the largest sections, would not have had sufficient from the *sectional pay* to liquidate their board bills, if charged the usual rates. One case came under my notice, in which a teacher's salary was several dollars less than the amount of the County money paid the Section. Many of those most interested in this question of salaries are largely to be censured for the condition of things mentioned above, as through their desire to obtain schools near home, they submit to any sum named, and thereby form a criterion for those outside who are not so favored. To the credit of a few sections in the County of Lunenburg it can be said that they pay very fair salaries. The Register and Returns, particularly the past term, were, with scarcely any exceptions, models of neatness and correctness. Their condition was also much in advance of three years ago; and I feel the teachers should be commended for the

great improvement in apparatus, maps, &c. The apparatus required in connection with the "Object Lessons" in the Course of Study, has been purchased by some of the Sections, maps by others, while six sections, three in each county, have solicited me to obtain the most approved map of the Dominion of Canada for their schools. In many directions through the district, I notice a growing interest among the people in our educational work, that is very encouraging.

*Furniture.*—Mill Village supplied the Charleston school-house with patent desks and seats, home manufacture, quite equal in material and finish to any I have seen imported, while three other sections furnished very neat and convenient wooden ones.

As instructed by you I forwarded through the mail to every section in the district copies of the "Act for better attendance at School." The object for which they were distributed appears not to have been generally understood, as the snbject was brought up at only forty-six meetings, in twenty-four of which the principle of the bill was approved. I have conversed with leading men in different sections since the meeting, amongst them those that opposed it, and discovered that very few had a correct idea of what was set forth in the Act. I am convinced that were the *ages* changed to 7 and 12, instead of 14 years as at present, and the features of the bill explained to the people, a very large majority would approve of it.

The Course of Study, in my opinion, will very soon work into general favor with the teachers in this District, be an excellent director of school work, a constant prompter of the labor to be done, as well as the order in which it shall proceed; besides rendering the exercises of the school-room more independent of the opinions and decisions of those not qualified to judge what should be taught. It will form a uniform basis for inspectoral work, enable us more correctly to estimate the progress, and more fairly to compare the instruction in the different schools. The "Lessons in Drawing," and "Object Lessons on Nature," many of the teachers will attempt to master at once, and I believe very successfully. Their interest in the matter is manifested by ordering the Manuals at their own expense. In a few instances, to vary the routine work, I have given a short lesson in Drawing to the pupils, whose great interest in the exercises surprised me, as well as the excellent attempt at copying the slates exhibited.

So far as I could discover, the teachers in this district that had the advantage of instruction at the Normal School in Industrial Drawing *made no attempt* to practice it in their schools.* When those that have enjoyed such advantages are so indifferent to its introduction, it becomes much more difficult to awaken an interest in those that have not been so privileged.

I have endeavored to obtain the co-operation of teachers and trustees of farming sections in the matter of *introducing the study* of Agricultural Chemistry into their schools and am encouraged to hope it will be accomplished this winter, in a few instances. The use of the Text Book (a cheap one) *as a Reader*, in such schools, would bring

*It would be unfair to judge other graduates of the Normal School by those whose cause gives occasion for the astonishing statement. D. A.

before the sons of the farmers a fund of such practical information as would be of incalculable benefit to them in their calling, while the spelling lessons would embrace such words as they would require constantly to use.

During the year I held meetings in nine (9) sections, assisting to arrange financial and other sectional difficulties, organizing new sections, and directing people generally in school matters—in all of which the desired object was accomplished.

The weather and roads last winter and spring were so bad, and the latter often unsafe for myself and horse, I was prevented reaching a few of the schools. During the summer term I visited every section in which there was school in operation, but did not always find them in session. In three instances, the schools were closed on account of sickness among the children, and in two others through absence of teachers, which was satisfactorily explained. Besides official visits, I made upwards of thirty others. It has been my aim in these, to assist the teachers by faithfully pointing out defects noted in exercises, discipline, or method, by exemplifying new modes of solving questions, applying rules or principles, and by advising with these on general school-work,—commending wherever I could, and *condemning* whenever forced.

From an estimate of the work done in the schools the past year, the efforts made by the people for increased and improved accommodation, the interest manifested for organization by hitherto indifferent sections, the number of school-houses erected and being built, I am satisfied No. 2 District is advancing educationally, and that at no mean pace.

My "Inspectoral Notes" and Statistical Tables will supply the information bearing on Special Sections, to which I ask reference.

In closing I desire to thank you for the prompt and corteous attention given my communications, the teachers for their kind reception and hearty co-operation whenever our work blended, and the many friends in both counties, who so generously opened their homes for my comfort and accommodation.

Respectfully submitted,

T. R. PATTILLO.

To David Allison, Esq., Ll. D.,
*Superintendent of Education.*

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## DISTRICT No. 3.—SHELBURNE AND YARMOUTH.

A. C. A. Doane, *Inspector.*

Sir,—I beg respectfully to submit the following abstract of the condition of the Schools in District No. 3 during the past year :—

It is not claimed that any very material changes have been effected, but it is believed that tolerable progress has been made, and in some

instances the work has surpassed that of former years. More of the schools have been graded and this division of labor has facilitated and improved class exercises. Pupils were better grounded in first principles than they usually are in crowded miscellaneous schools, and the exhibit, at the half-yearly examinations, of what had been accomplished, was in general satisfactory.

For convenient reference and for comparison with last year, the following statistics have been tabulated, and are designed to shew much that is useful in connection with the educational aspect of this District :—

No. of Sections.....134

| | Winter. | Summer. | Year. |
|---|---|---|---|
| No. without Schools..... | 23 | 22 | 10 |
| " " " 1881..... | 26 | 26 | 10 |
| Decrease..... | 3 | 4 | 0 |

| | | |
|---|---|---|
| No. Schools in Session..... | 147 | 149 |
| " " 1881..... | 141 | 145 |
| Increase..... | 6 | 4 |

| | Winter. | | Summer. |
|---|---|---|---|
| No. Pupils Registered..... | 6908 | | 6558 |
| " " 1881..... | 7079 | | 6475 |
| Decrease..... | 81 | Increase.. | 83 |

| | |
|---|---|
| No. different Pupils during the year..... | 8673 |
| " " " " 1881..... | 8437 |
| Increase..... | 236 |

| | Winter. | Summer. |
|---|---|---|
| No. Teachers and Assistants..... | 154 | 155 |
| " " 1881..... | 147 | 149 |
| Increase..... | 7 | 6 |

| | | | |
|---|---|---|---|
| Grand total days' attendance..... | 461622 | | 412573 |
| " " 1881..... | 461640 | | 403545 |
| Decrease..... | 18 | Increase... | 9028 |

| | | |
|---|---|---|
| Proportion of Population at School..... | 1 in 5.3 | 1 in 5.5 |
| For the year..... | 1 in 4.3 | |

| | | |
|---|---|---|
| Average No. of Days all Schools were in Session..... | 109.6 | 100.9 |
| " " " " 1881... | 107.6 | 98.9 |
| Increase..... | 2. | 2. |

| | | | |
|---|---|---|---|
| No. of Pupils daily present on an average for the time in session | 4276 | | 4212 |
| " " " 1881 | 4409 | | 4140 |
| Decrease | 133 | Increase | 72 |
| Percentage of Attendance | 59.9 | | 63.6 |
| " " 1881 | 61.6 | | 63.9 |
| Decrease | 1.7 | | .3 |
| No. Children between 5 and 15 years of age not at School | 1447 | | 1329 |
| " 1881 | 1827 | | 1625 |
| Decrease | 380 | | 296 |

NO. AND GRADES OF TEACHERS.

| | Winter. | | | | | Summer. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | A. | B. | C. | D. | Total. | A. | B. | C. | D. | Total. |
| Males | 3 | 22 | 14 | 6 | 45 | 3 | 14 | 6 | 3 | 26 |
| Females | | 6 | 47 | 50 | 103 | | 6 | 55 | 65 | 126 |
| Assistants | | | 1 | 5 | 6 | | | 1 | 2 | 3 |

| | | |
|---|---|---|
| No. of Teachers in same Section as previous term | 58 | 87 |
| No. removed to new Section | 42 | 28 |
| No. of new Teachers | 48 | 37 |

AVERAGE AMOUNT OF SALARY OF TEACHERS, INCLUDING GOVERNMENT GRANT.

| | Males. | | | Females. | | |
|---|---|---|---|---|---|---|
| | A. & B. | C. | D. | B. | C. | D. |
| Yarmouth Co | $498 | $301 | $303 | $341 | $273 | $187 |
| Shelburne Co | 344 | 335 | 220 | 280 | 239 | 176 |

| | Yarmouth. | Shelburne. |
|---|---|---|
| Amount voted for School purposes at last Annual Meeting | $17349 | $7398 |
| For Building and Repairs | 1562 | 1319 |

The proportion of population at school differs considerably from last year owing to the use of the new census in estimating. If the old were used the proportion would not be much altered.

*School Houses.*—One has been built at Clyde River. It contains two apartments on the ground floor, each about 26 x 28 feet; two lobbies at the ends of the building for each school room; patent desks with folding seats, and other improved appliances. It is pleasantly and healthily situated, and the surroundings have been made attractive for the pupils at their open-air diversions. A similar building

has been commenced at Upper Wood's Harbour, to be ready for use next term. The ratepayers of Lower Sand Point have also begun to build and intend to finish in the spring. At Upper Eel Brook a plot of ground has been selected, and a house with two apartments will be built forthwith. At Pubnico Head the Trustees were authorized at the last annual meeting to enlarge the school-house so as to make ample accommodation for all the pupils of the section. Some repairs have been effected in other localities, so that the genera lcondition of the larger portion of the houses is as good as might, under the circumstances, be expected.

*Apparatus.*—The supply is still inadequate, especially for the successful carrying out of the prescribed "course of study." Illustrative objects, drawings and diagrams are largely wanting, blackboards are often very faulty, and of globes, maps and dictionaries there is yet a deficiency.

*Educational Progress*—Of this it is difficult to particularize. Our academies and higher class common schools have well sustained their former creditable standing. The efficient instruction given in Shelburne Academy was evinced at the late teachers' examination. Ten of the students were candidates for licenses, and each obtained the grade sought for. The schools in the town of Yarmouth have been graded in accordance with the authorized course of study, or nearly so, and the results have demonstrated its practicability. The oral lessons given by some of the teachers were aptly arranged, illustrative, and apparently well adapted to the comprehension of the pupils.

Even in the elementary departments the children manifested an additional interest in the subjects, and listened most attentively to what was imparted. The study of English Literature formed a marked feature in the advanced departments of the Central School. The class exercises displayed an acquaintance with the works of some of our best authors, both in prose and poetry, and the discriminating manner in which the pupils pointed out the distinctive style, the special excellences and the varied peculiarities of each, evidenced the superior training they had received, and the practical utility of such acquisitions. It were well if the example set by the intelligent principal of this school were more generally followed, and a taste for refined literature more widely cultivated.

The school at Milton, co-ordinate in departments with the Central, is well conducted, and the class work is effective, being presided over by a gentleman who aims at and secures thoroughness from the elementary to the most advanced branches taught.

The teachers in the Lower Town school are energetic in the performance of their duties, and improvement is evident. The primary department has too many pupils, the room is crowded, and the duties imposed on the teachers are too onerous.

The other graded schools throughout the District have been commendably managed, some of the teachers possessing superior qualifications for the profession. In most instances the progress of the pupils is more rapid than in any of the miscellaneous schools. The advantages of graded schools are too apparent to require argument, and trustees would do well to consider

sectional needs, divide the work where there are too many pupils, and thus strive to promote systematic and thorough teaching.

The Course of Study will, it is presumed, be generally followed as soon as teachers become acquainted with its requirements, and trustees supply suitable and sufficient material as aids to assigned exercises. A better acquaintance on the part of many teachers with the several br anches of natural science will be essential, and it is hoped they will be incited to qualify themselves by study to give proper instruction in the lessons designed for their guidance.

The publishing of the School Law in the Journal of April last proved exceedingly opportune and serviceable. The manuals had become scarce, the alterations and amendments were known only to a few, and enquiries relative to sections of the Act were frequent and too numerous to be replied to. The need was evident, and trustees and others have been benefitted. It is desirable when the revision of the Act is completed that copies should be left in the bookstores for sale, so that all who wish may have access to them by purchase. This would enable ratepayers to become acquainted with the requirements of the Law, and lead to more harmonious and satisfactory conducting of annual meetings.

As trustees of Poor Sections sometimes find it more difficult to obtain a teacher of grade D than one of a higher grade, particularly if a male teacher is wanted, it would be more consonant with the wishes of these people if the clause in the Act referring to poor sections were amended so as to permit trustees to draw the additional one-third of county money and allow teachers of higher grades to receive only the Government Grant to which their license entitle them. By this arrangement the children in poor sections could enjoy equal educational advantages with those in other sections, and teachers of higher grades would not be losers.

Copies of the Act to secure better attendance at public schools were sent to the Secretaries of the different sections. It does not appear to have been carefully considered or well understood, as in the larger portion of the sections no expression of opinion was recorded on the minutes. Of the remainder the vote in thirty-one sections was favorable to the Act and nine adverse to it. From the ratio of the votes given it may be inferred that if the measure had been discussed and tested at all the meetings of rate-payers it would have received a large support.

The fact of so large a number of children being still absent from our schools is evidence of the need of some enactment to arouse neglectful parents from their indifference and compel them to secure for their offspring at least some portion of the instruction so readily attainable at our public schools.

I have the honor to be, Sir,

Your obedient servant,

A. C. A. DOANE.

To David Allison, Esq., Ll. D.,

*Superintendent of Education.*

## DISTRICT No. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A.M., *Inspector.*

SIR,—I hereby submit for your consideration my report for year ended October 31st, 1882, for Inspectoral District No. 4.

The number of Sections in this District has been augmented by the formation of a new Section in the District of Clare, by the subdivision of two adjoining Sections. This Section was formed by the Commissioners of Schools at their annual meeting in June, 1881, subject however to existing liabilities. With commendable zeal the ratepayers of the new Section, which was named Central Section No. 29, at their first annual meeting in September, 1881, voted money for building purposes, and during the winter term of the year under consideration erected a neat and commodious school-house, which was sufficiently far advanced towards completion to enable the Trustees to estab ish and maintain a school during a greater part of the term just closed. In consequence of the above fact the number of Sections in this Inspectoral District is now *one hundred and seventy-eight.* The "Poor Section" lists as revised and established contains the names of *fifty-seven* Sections, of which number, however, *thirty-nine* only participated in the extra grants allotted to such Sections during some portion of the year. *Fifteen* Sections were without schools during the year, being *two* less than the number last reported.

The school accommodation in most Sections is adequate to the requirements of the law. The principal deficiency exists in a few of the populous Sections in the District of Clare, in which graded schools should be maintained in place of the miscellaneous schools now in operation. I believe the day is not far distant when a change will be effected in these Sections, and the law will be more strictly complied with. The method of distributing the County Fund in accordance with the requirements of Section 70 of the Manual is already exerting a beneficial effect upon some Sections. Tiverton Section on Long Island, to which reference was made in my report two years ago, has already enlarged its school-house and fitted it for a graded school of two departments. Other Sections have also effected repairs more or less extensive in their school-buildings, while at the annual meetings in September last no less than *nine thousand two hundred and fifty dollars* were voted to be expended for the improvement of the school accommodation in various Sections during the ensuing year.

In most of the school-houses—especially in those of recent construction—the furniture is of a suitable description. In some cases desks and seats otherwise unobjectionable are not properly graduated to the stature of the pupils, or are too far apart for the ease and comfort of pupils in the performance of their desk work. Whenever these objectionable features have presented themselves to my notice I have pointed them out, and have urged upon Trustees the necessity of making the necessary change.

In the matter of apparatus there is a deficiency in many Sections. In these Sections the supply of apparatus is limited to a small quantity of inferior black-board, the hemispheres and a map of Nova Scotia, and a hand-bell. Some school-rooms have no ball-frame, thermometer, clock, globe, unabridged dictionary, or gazetteer. Several of the articles deemed by the Council of Public Instruction to be indispensable in all public schools are not provided. If Inspectors were clothed with more authority in this matter, or if the Superintendent of Education were to withhold payment of the County Fund from Sections not adequately equipped with apparatus until the same were supplied to his satisfaction or to the satisfaction of the Inspector, it would not be long before a marked improvement in this respect would be made throughout the Province.

The number and grade of teachers and assistants employed during the year will be found in the statistical tables. Many of the teachers have been doing good work, and their pupils give evidence of having been trained to habits of thought and observation. This has been the case with those especially who were *born* teachers, and who would be successful in imparting instruction under almost any circumstances. In a few instances teachers have been found discharging their duties in a perfunctory manner, and evidently not possessing that inborn quality which is essential to the success of every educator of the young. Their motto, apparently, is quantity of folios skimmed over, not quality of work performed. Whenever it has become apparent to me that thoroughness is not the characteristic of a teacher in the performance of duty, it has been my aim to impress upon such a one the absolute necessity of "making haste slowly," of being thorough, of training pupils to habits of thought, and of never permitting them to advance more rapidly than their knowledge and comprehension of previous steps would warrant. In proportion as teachers become permeated with correct ideas in regard to training pupils, in that ratio will their pupils imbibe habits of thought and observation. The large number of failures to pass the tests at the annual examinations is due not entirely to a "generic lack of rudimentary knowledge," but also in some measure to the imperfect training which some candidates have received, and in their consequent inability to apply known principles to the solution of the questions propounded.

Trustees and parents are beginning to appreciate teachers who have a Normal School training, and whenever possible secure the services of such teachers in preference to those who have not had the benefits of such a course of instruction. The fact is having quite an influence, and is causing more teachers to attend that Institution from the District than did formerly. In view of the efficiency of that school under its present able staff of Instructors, I have urged upon the teachers under my supervision whenever an opportunity presented itself, the desirability of availing themselves of the advantages which it now offers. Too much stress cannot be laid upon the importance of having a staff of *trained teachers* throughout the Province.

The inducements held out to teachers to prepare themselves to discharge the duties of their profession efficiently and successfully, are not at present adequate to the work which they are expected to perform. A few sections in the District pay fairly creditable salaries,

but in most cases the stipend is barely sufficient to board and clothe the teacher comfortably and respectably. For corroboration of this statement I beg to refer you to Table IX, of the statistics for the year. The teachers themselves have been somewhat to blame for this state of things. As a legitimate result of this parsimony on the part of trustees and rate-payers, teachers very commonly abandon the profession as soon as they become well fitted for their work. At the end of this year the number of teachers seeking other employment is so great comparatively as to create a scarcity of teachers in this District unprecedented within the limits of my official knowledge. It is to be hoped in view of this fact that trusees and rate-payers will appreciate the situation and the causes which have led to it, and in future cheerfully remunerate teachers to such an extent as to induce them not only to fit themselves thoroughly for their work, but also to continue in the profession a longer period than many of them now do.

The remarks made in my last report in regard to methods of teaching a few of the common branches are applicable at the present time. To prevent repetition I beg to refer you to that report. I believe, however, that improvement in methods of teaching is being made from year to year, and that creditable progress is following as a natural result.

The daily attendance of pupils at school has not improved. During the winter term *one thousand, six hundred and eighty-two* children between the ages of *five and fifteen* years are reported not at school in sections having schools. The percentage of enrolled pupils daily present for time in session during the same term was *fifty-six and two-tenths*. During the summer term *one thousand, five hundred and thirty-six* children between the ages before named are also reported not at school in sections having schools, while the percentage of enrolled pupils daily present for time in session was *fifty-eight and two-tenths*. These figures show an amount of criminal indifference on the part of many parents to the educational advancement of their children which is very reprehensible. Judging from the past, there is apparently no prospect of material improvement short of a judicious enactment for the purpose of enforcing the attendance of pupils at schools within reasonable limits. The bill now before the country, entitled, "An Act to Secure Better Attendance at Public Schools," so far as I have had an opportunity of ascertaining, will meet with approval in most sections throughout this district, and, if the same become law, will be quite generally adopted. The provisions of this bill are so reasonable that they ought to commend themselves to the favorable consideration of even the opponents of compulsory education.

The County Academies at Digby and Annapolis have been under the charge of Mr. Alexander McRae and Mr. Israel M. Longley, A.B., respectively. These gentlemen are experienced and successful teachers. Their duties have been discharged creditably, and considering the materials which have been at their command they have achieved satisfactory results. I regret to report that ill-health interfered with Mr. Longley's usefulness during a portion of the winter term, and that he has now deemed it prudent to abstain from the performance of the duties of his profession for a time. In regard to these insti-

tutions my views are the same as have been stated in former reports, to which I refer you. I am pleased to report, however, that the trustees and rate-payers of Annapolis Royal, in view of the recommendations of the Board of Commissioners, have determined to abandon the school-buildings at present occupied, and that they have secured at large expense a most eligible property, called "The Grange," which they will have fitted up for the various departments of the school and will occupy before the expiration of the ensuing school year.

The Teachers' Association held its annual meeting in Annapolis Royal on the 27th and 28th of April. The attendance of teachers was good, but not quite so large as on former occasions. In addition to the ordinary routine business, papers and oral lessons on the following subjects were read or given, viz.: "Needed Reforms in Our Public Schools," by Mr. Joseph A. Balcom; "The Successful Teacher," by Mr. W. Emerson Reade; "Improved Methods of Teaching Since 1848," by Mr. Phineas Whitman; "The Teacher's Opportunities, and How to Improve Them," by N. E. Butler, Esq.; an oral lesson on "Analysis," by Mr. A. D. Brown, and an oral lesson on the "Process of Subtraction," by Miss Susie Bonnyman. In the absence of Mr. Jas. P. Nowlan, who was to have read a paper on "The Best Method of Teaching Geography," Dr. Hall, of the Normal School, who was present and contributed much to the success of the meeting, gave an interesting and instructive lesson on the subject of tides and the various theories held in regard to them. Discussions followed the reading of papers, participated in by members of the Association, by Dr. Hall, and by the Superintendent of Education, who was also present. On the evening of the first day of meeting the Superintendent of Education addressed a public meeting in accordance with the regulation of the Council of Public Instruction, after whom short and practical addresses were delivered by Rev. E. B. Moore, Rev. Jas. J. Ritchie, Dr. Hall and T. S. Whitman, Esq. The meetings of the Association on this and former occasions have been productive of good results, and fully justify the wisdom of the Council of Public Instruction in adopting the regulation under which the Association had its inception.

The duties of my office have kept me busily employed during the year. In a few cases I have been unable to inspect schools in consequence of their not having opened for the term or having closed previous to my tour of inspection in their vicinity. For more detailed information in regard to this part of my work I beg to refer you to my "Notes of Inspection" and Monthly Reports for the year.

The recent amendments to the school law—especially that relating to the mode of distributing the county fund—are proving beneficial. There is one amendment, however, made comparatively recently, which, while placing an additional burden upon Inspectors, appears to me to be of no practical utility. I refer to the amendment to section 24 of the Manual of 1874 relating to the appointment of Trustees in certain cases by the Commissioners of Schools, which requires the requisition of the seven rate-payers referred to in said section to be accompanied by a certificate from the Inspector of Schools that to the best of his knowledge and belief, founded on an inspection of the

minutes of the school meeting or of a copy in his possession or on personal inquiry, the alleged vacancy or vacancies in the Board of Trustees actually exist. This section of the law refers to *ordinary* vacancies in the Board of Trustees which seldom or never occur except when sections fail to hold the annual meeting on the day fixed by law. In these cases there are no minutes for the guidance of Inspectors in giving the required certificate. I would suggest that this amendment be repealed, and that whenever a vacancy or vacancies occur in the Board of Trustees in consequence of failure to hold the annual meeting on the day appointed by the law, the remaining Trustees or Trustee, on receiving the written requisition of rate-payers referred to in said section, be empowered to call a meeting of the rate-payers of the section. for the election of a Trustee or Trustees and for the transaction of such other business as may be necessary. It appears to me that the course suggested would relieve Inspectors and Commissioners of Schools of an unnecessary burden, and that it would prove efficacious and practical, and much more satisfactory to rate-payers in general.

The "Course of Study" now prescribed for the public schools is a step in the right direction and is sure to prove of great utility if intelligently and systematically followed. The necessity for an uniform curriculum for the common schools has long been apparent. It has been my aim, especially during the Summer Term, to bring the Course prominently to the notice of teachers and trustees.

In conclusion allow me to express my appreciation of the uniform courtesy which you have shown during our official intercourse, and to subscribe myself

Your obedient servant,

L. S. MORSE.

To DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

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## DISTRICT No. 5.—KINGS AND HANTS.

COLIN W. ROSCOE, *Inspector.*

SIR,—Abstracts of Inspectoral work done in my District have been forwarded to you monthly. These point out the various schools and sections visited and note the names and licenses of the teachers, the subjects in which the schools were examined, the condition of school buildings and premises, and the supply of apparatus, etc., etc. I now invite your attention to the carefully prepared statistical tables transmitted herewith, and to a few matters coming under my notice during the past year, while engaged in the discharge of the duties assigned me by law.

1. *The frequent change of Teachers.*—The frequent change of teachers tends to keep a large number of the sections in a very unsettled state, and is the source of one of the greatest hindrances to general progress in our schools, with which we are compelled to contend. Every teacher should now be required to be well prepared, and

not allowed to undertake the instruction of children till he has been submitted to the crucible, to ascertain his aptitude and qualification for the work, and then come out labelled the "genuine article." A teacher who has even a moderate degree of success during the first term of his teaching, should be encouraged to continue in the same school, provided he shows an honest determination to succeed. Time is essential to become thoroughly acquainted with the wants and aims of pupils, and of their parents. This can be done the first term, and a *modus operandi* established, which must prove more successful, if continued a number of terms or years. It is impossible for a teacher to leave a permanent impression upon the minds of his pupils, or complete much work in the short term of six months. I am of opinion that much advantage must accrue to both parties, by the continuance of good teachers, for a period of five or six years, in the same section. The advancement of the pupils and the interests of education in the section, may make a longer period desirable. A teacher's success should be encouraged and rewarded by the section and ought not be disregarded by the C. P. I. A bonus of $30.00 was formerly given to grade B. teachers, who had taught five years. This did little more than encourage teachers to put in the time and draw the money. I am of opinion that a bonus given to teachers for teaching five full terms in the same section, and preparing a certain percentage of his pupils to pass a satisfactory examination in certain prescribed branches, would produce a good influence upon both schools and teachers. A teacher who proves a failure should be prompted by common honesty to change his profession before repeating his failures in too many sections.

2. *Readers.*—The Royal Readers are in general use in Kings County and the Maritime in Hants. In some cases both series are found in the same school.* It seems very desirable to have but *one* authorized series of readers in the public schools of the Province. Were authorization confined to the *better* of these series, or could a *better than either* be introduced, the limitation or change would prove a great advantage, and be hailed with delight.

3. *Registers.*—The school registers are generally correctly and completely kept. Some teachers attach little importance to filling up the columns of deportment, progress, causes of absence, &c. But this is a good index to their other work. They form good resolutions and make a good beginning, but they never finish anything. Their success through life will be much like their registers I regard the register as a very useful and important document to be preserved for future reference. The registers of a large number of the teachers are models of neatness and are kept posted up to date. One very just complaint concerning the register blank is that it is about three-quarters of an inch longer and one-half inch wider than the covers furnished, and the edges soon crumple up, so as to give the register an untidy appearance. This fault can be easily remedied by making the sheet smaller or the covers larger.

* This is contrary to the Regulations of Council touching text-books. The evil pointed out, however, is a *real* one. D. A.

4. *School Documents.*—Trustees are required to forward to the Inspector of Schools, within one week after the Annual School Meeting of the Section, a copy of the minutes of the meeting, signed by the Chairman and Secretary of the same. In the case of my own District, about 75 per cent. of the Sections do this pretty promptly; but the other 25 per cent. require too much prompting. The minutes, as official documents, are in many cases very valuable for reference as to the business of the Section; and the duty of sending them in should not be neglected.

*The Secretary's Bond* is another document of this kind. The Clerk of the Peace is required to keep it; but he has no particular interest in seeing that all the Secretaries file bonds; or that all the bonds filed are legal. He simply files those brought to him as the law requires. As no Secretary is legally qualified to collect taxes or transact other school business until he has filed a legal bond, it is a matter of much importance that some one be appointed to see that each Secretary complies with the law in this respect, before he enters upon the duties of his office There must of course be some central place for the perservation of their documents; and it is well to have all papers connected with a department together, hence, from the nature of the case, the Inspector seems to be the right one to undertake this charge. I cannot recommend this from any selfish motive, as it will add somewhat to the work of my office, which is now no sinecure; but no one can so well attend to this as one whose whole time is devoted to work in this line; and who is directly interested to see that all school business is conducted in a legal manner.

6. *The New Course of Study.*—The new Course of Study, in its main features is very good. Comparatively few teachers in my District, have adopted it as a whole, though a good many have attempted to use it as a guide in classifying their schools. In most miscellaneous schools the reading is found to be far in advance of the other branches. I have recommended in such cases, a close classification in reading, and more attention to be given to the studies in which pupils are deficient, as a means of levelling up for the introduction of the whole course. I am fully of opinion, that the course will not accomplish all that was expected of it unless more is made to depend upon it than at present. I would not say compel teachers and schools to use it; but I would in some way recognize and reward those who successfully carry it into operation. Thus all will have a special inducement to excel in their work.

7. *School Inspection.*—I have visited each of the schools in session, when making my semi-annual tour of inspection. All my time, not required for other official duties, was thus occupied. In summer I called school at 8 a. m. and often found it necessary to visit on Saturday, in order to complete the work, during the terms. The average time thus spent in each school was about two hours. I cannot help thinking that one visit annually, of a full day, to large miscellaneous schools or advanced departments of graded schools, would be preferable to two short ones, especially if any arrangement could be made to secure the permanency of teachers in the same section. An Inspector can form a pretty correct estimate of the work being done in a school in two or three hours; but a day devoted to the

work would enable him to render much assistance in classifying pupils, etc. This time would be long enough to assign a standing to individual pupils in their chief studies.

*Licenses.*—Four Permissive Licenses have upon my recommendation been granted during the past year. I am not in favor of these licenses except in extreme cases. The scarcity of teachers for Poor Sections, seemed to justify the use of them in these four instances. I make it a point before recommending the granting of such licenses to require trustees to certify that they have tried and failed to procure the services of a regularly licensed teacher; and that unless a permit be granted, their Section must do without a school for the term.

9. *Schools.*—In Kings County 102 schools were in operation for the Winter, and 103 for the summer term. Hants County had 96 schools in Winter and 105 in Summer. The number of teachers and assistants employed in Kings County, for the Winter was 111, and for the summer 107. Hants employed 97 teachers in the winter, and 108 teachers and one assistant for the summer. These were classified as follows:—

| KINGS COUNTY. | | HANTS COUNTY. | |
|---|---|---|---|
| Winter, Grade A | 2 | Winter, Grade A | 1 |
| " " B | 29 | " " B | 17 |
| " " C | 49 | " " C | 50 |
| " " D | 31 | " " D | 29 |
| Male | 48 | Male | 29 |
| Female | 63 | Female | 68 |
| Total | 111 | Total | 97 |
| Summer, Grade A | 2 | Summer, Grade A | 0 |
| " " B | 21 | " " B | 19 |
| " " C | 44 | " " C | 51 |
| " " D | 42 | " " D | 39 |
| Male | 28 | Male | 27 |
| Female | 81 | Female | 82 |
| Total | 109 | Total | 109 |

The number of pupils enrolled in Kings for the Winter was, 4,416, who attended 264,123 days.

In Summer 4,223 pupils were enrolled. These made an attendance of 230,475 days.

Hants enrolled 4,088 pupils in Winter, who attended 250,308 days. In Summer the number enrolled was 4,809 and the attendance 283,819 days.

### Kings County.—Winter term.

Thirty-nine schools were in session for the full term. Thirty-seven were open more than a hundred days but less than the term. Twenty-six were in operation less than one hundred days.

### SUMMER TERM.

Forty-four were in session for the full term. Thirty-five more than one hundred days but less than the term. Fourteen less than one hundred days.

### HANTS COUNTY.—WINTER TERM.

Forty-nine were in session for the full term. Thirty-five more than one hundred days, but less than the term. Twelve less than one hundred days.

### SUMMER TERM.

Forty were in operation for full term. Forty-nine more than one hundred days but less than the term. Sixteen less than one hundred days.

Amount of assessable property in Kings County, $4,124,996.; amount assessed for school purposes, $13,470.00. Assessable property in Hants, $4,708,479.00; assessed for school purposes, $15,208.00.

### AVERAGE ANNUAL SALARY, INCLUDING GOVERNMENT GRANTS, PAID TO TEACHERS IN KINGS CO.

| | | | | |
|---|---|---|---|---|
| Male, | Grades A & B. | $409.38 | C. $306.46 | D. $283.33. |
| Female, | " " | 260.66 | " 230.36 | " 158.91. |

### HANTS CO.

| | | | | |
|---|---|---|---|---|
| Male, | Grades A & B. | $434.00 | C. $304.00 | D. $168.00. |
| Female, | " " | 336.00 | " 248.92 | " 159.50. |

I am pleased to be able to say, in general terms of the schools under my supervision, that evident progress is being made in carrying out the system of free public schools. Little or no opposition is to be met with. The people appreciate the work being done; and the teachers as a class, are in earnest and painstaking.

*County Academies.*—At the commencement of the summer term, the High Schools of Kentville and Windsor were constituted County Academies, for Kings and Hants Counties respectively. The advanced departments of these schools were then opened, free from charge, to all the pupils in these Counties, who passed the required examination to enter them. The Kentville School has been enlarged from three, to four departments. The Academic grade is in charge of Mr. A. J. Denton, M. A. Windsor School consists of eight departments in town and two at Curry's Cerner. Mr. John F. Godfrey is teacher of the Academic grade. Both of these schools are efficiently conducted; and in their course of study, prepare young persons for teachers' licenses, and for matriculation into the various colleges of the Province. Windsor has furnished chemical and other apparatus, during the past

term, to the amount of $82.00. Kentville voted $1,000 at the last annual meeting, to increase and improve their school accommodation, and has supplied a fair amount of apparatus.

*Drawing, etc.*—In a number of Schools, teachers have acted upon the hints of Prof. W. Smith, and studied and taught the first principles of drawing with good effect. Botany, lessons on animals, rocks, etc., mapped out in the new course, are becoming popular and are taught with a good degree of success by our energetic teachers.

The fourth annual meeting of the Teachers Association, for Hants and Kings Counties, was held in Wolfville on Oct. 5th, and 6th Miss Florence McKeen gave a lesson to her class in form and color Papers were read by Miss Blackaddar on "The Teacher's Stipend," Mr. Schofield, A. B., on "Text Books, their use and abuse," Mr. Elliott, "Study of Geometry," Mr. Bishop, "The Professional Relation of Teachers," Miss Parsons, "Reading," Mr. Parker, "Course of Study for Teachers," Mr. A. J. Denton, M. A. "Compulsory Education." On the evening of the 5th, was held a Public Educational Meeting addressed by Dr. Allison, Superintendent of Education, Dr. Sawyer, President of Acadia College, Dr. Higgins, Prof. of Mathematics in Acadia College, and Dr. Hall, Prof. of Language and History, in the Normal School. All the meetings of the Association were full of interest and very profitable to teachers. Dr. Sawyer kindly opened the Academy Hall for the afternoon sessions of the Association, and the Audience Assembly Hall for the public meeting, and invited the teachers to visit the museum and library of the college: thus adding much to the enjoyment of the occasion. Following the meetings of the association were two sessions of the Acadia Science Club, which the teachers were invited to attend. Prof. Coldwell, President of the Club, gave a very interesting and instructive lecture on Physics, which he illustrated by numerous experiments. Mr. A. J. Pineo, A. B., Secretary of the Club, occupied one evening with a lecture on the "Story of the Earth." He illustrated this by sciopticon views, of the different stages of the earth's formation, and of the plants and animals of those early periods of the earth's history. The lecture was very instructive. The Acadia Science Club just referred to, has its headquarters at Wolfville; and has for its primary object the rendering of every possible assistance to teachers and others while seeking to gain a knowledge of Natural History and Science by private study. It proposes to do this by marking out a course of study to be pursued by means of certain text-books, by quarterly reports and yearly examinations at the students' homes, by correspondence, and by sending to the students specimens, which they are to study and report upon. The Club, although it originated within the present year, has already a membership extending to various parts of Canada and the U. S., and numbers among its officers and directors some of the most enthusiastic men in this department in our Province. A small monthly journal is also published in the interests of the club. I predict for this society, which is purely philanthropic a prosperous career.

*School Houses.*—The school houses in S. Berwick, Windemere and Bloomfield Sections, Kings County, were destroyed by fire during the year. The first two have put up new ones and finished them ready for Winter schools. Rockville, East Hants, has thoroughly repaired

its school house. East Uniacke is moving in the matter of building, and I hope to see a school in operation in that Section next Summer.

This report of the condition of the schools in District No 5, Counties of Kings and Hants for the term ending October 31st 1882, is respectively submitted for your consideration.

I have the honor to be,
Your obedient servant,
COLIN W. ROSCOE.

To DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

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## DISTRICT No. 6.—ANTIGONISH AND GUYSBOROUGH.

ROD'K MCDONALD, *Inspector.*

SIR,—I beg respectfully to submit my report on the schools of Inspectoral District No. 6, embracing the Counties of Antigonish and Guysboro, for the year ended Oct. 31st, 1882.

The number of sections in the district is the same as when last reported. The number of schools in session in Antigonish County during each term of the year just closed was the same as in the corresponding terms of the preceding year. In Guysboro County there was an increase of one in the winter term, and of six in the summer term. Four schools in the latter county were closed in the winter term for the want of suitable teachers.

In Antigonish County there was a slight decrease in the number of pupils enrolled each term of the past year. In Guysboro County there was a slight decrease in the winter, but an increase in the summer term. There is, however, a considerable decrease in the grand total days attended by all the pupils in both counties. This is easily accounted for by the unusual severity of the storms of last winter and by the prevalence of diphtheria and whooping cough in the district. I am sorry to say that the schools of Sherbrooke and Mulgrave are now closed on account of diphtheria, those of Sherbrooke having been closed since the seventh of September.

Of the three sections in Antigonish County reported as having no school during the year, only one has a school-house, the other two being weak sections, lately formed. In Guysboro County ten sections are without school houses, and of this number six are so weak that they hardly can maintain a school, at least for some time to come.

A new school-house was built during the past year in Lower White Haven Section to replace the one destroyed by fire in 1881. A new building was erected in Fisherman's Harbor Section, also being, I believe, the first school-house ever in the section. At the annual meetings last year several other sections voted money for new buildings, but owing, as the trustees allege, to the severity of the winter nothing further has been done. I am assured, however, that these sections will commence building operations next spring.

The old fashioned side desks are still to be found in some school-houses, even in those of good sections, but they are rapidly giving way to desks of a later style.

Nearly all the schools are supplied with the Map of Nova Scotia, many with the hemispheres, and a smaller number with hand-bells and dictionaries. Some trustees do not appreciate the value of apparatus, and especially of wall maps. They believe that the time devoted to the study of geography could be more profitably spent in studying some other branch, because geography can be learned out of school. While this is true, not only of geography, but of other branches as well, few there are who have either the time or inclination to learn systematically any branch of study after leaving school.

*Attendance.*—In Antigonish County the number daily present on an average for full term per 100 registered was in the winter term 47.4, and in the summer 41.9. In Guysboro County these numbers were in the winter term 49, and in the summer term 45. The number of children between 5 and 15 years of age in sections having schools who did not attend school in Antigonish County was in the winter term 639 and in the summer term 550. In Guysboro County these numbers were in the winter term 689 and in the summer term 615. The percentage, notwithstanding the causes mentioned above, is much lower, and the number of children who did not attend school at all is much higher, than might be reasonably expected. The indifference of parents is, I believe, the principal cause of irregular attendance. It is not, however, the only one. Farmers and fishermen need all the assistance their children can render them in the busy seasons of the year, and for that purpose they are obliged to keep their children from school in these seasons. The children of the poorer classes are often destitute of suitable clothing and cannot then attend school. It is well known also that a good teacher secures good attendance where the indifferent teacher fails to do so.

*Salaries.*—It will be seen on reference to the tables that there is no increase in teachers' salaries, which in Antigonish are extremely low, considerably lower than in Guysboro County. This is to be regretted, but trustees here do not appear to realize the importance of the trust committed to the charge of teachers, viz: the education of the youth of the country; nor do they seem to consider the expenditure of time and money necessary to qualify them for the proper discharge of their arduous duties. The cost of living is now much higher than it was a few years ago, and the wages of labourers and artizans have risen in proportion, but teachers have not shared in the general prosperity. The average salary now paid by trustees in Antigonish County even to male teachers of the first-class is far below the wages of a common labourer. Under these circumstances it cannot be expected that first-class men will continue in the profession, or that young men of ability will enter it. The evil effects of low salaries are already felt here; for, while a few of our schools are closed for the want of male teachers some of our best are leaving us every year for other districts where their services will be more highly appreciated.

*Schools.*—Notwithstanding the drawbacks referred to we still have several good schools—some of them superior. Schools in which the same teachers are employed term after term generally show good

progress. Where, however, a new teacher, often the cheapest that can be got, is employed every term, little progress is manifest. I may state here that it is sometimes impossible for an Inspector to form a correct estimate of the merits of a teacher who remains but one term in the same section. We may visit a school near the beginning of the term, and if the teacher is a new one the standing of the school does not depend on his work but rather on that of his predecessor. I was often agreeably disappointed on visiting a school in charge of the same teacher the second term. This, together with other considerations, leads me to believe that yearly engagements would be an improvement on the present system.

*Teachers' Association.*---The second meeting of the Teachers' Association of this District was held in one of the rooms of St. Francis Xavier's College on the 12th and 13th October. The attendance of teachers was much larger than last year, shewing an increased interest in the work of the Association. Excellent papers were read by Miss Mary Thomson, Mr. A. McEachen, Mr. W. McIsaac, Mr. W. Cameron, Mr. W. Kiley and Miss Jane Thomson. The reading of these papers was followed by discussions in which many of the teachers participated. On the afternoon of the first day an earnest and eloquent address was delivered by the Superintendent of Education before the members of the Association, which was received with marked attention. A vote of thanks was accorded to the Superintendent for his excellent address. At the last session of the meeting the subject of teachers' salaries was taken up, and after a long discussion it was unanimously agreed that after the current school year teachers would not accept as salary the small pittance that is now paid to many of them. They will be satisfied with salaries considerably lower than the Provincial average of last year, and it is to be hoped that after the next annual school meetings trustees will be in a position to grant their reasonable demand.

I have the honor to be, sir,

Your obedient servant,

RODK. McDONALD.

To DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

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## DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

M. J. T. MACNEILL, *Inspector.*

SIR,—I beg leave to submit the following, as my report of the Schools of District No. 7, for the year ended October 31, 1882.

In last year's report, I gave the number of Sections in the County of Cape Breton as 130. This number I took from former reports, from old pay-lists and distribution sheets; for the book wherein the record of sections, with their boundaries, &c., has been kept, does not supply the information. There are several sections of which there is no record whatever, others the numbers of which alone appear, and

the whole book is so tattered, interlined and defaced, as to be all but useless. I experience a great deal of trouble, on this account, in many ways, and I find it impossible to supply information when applied to concerning the boundaries of sections. The evils of such a state of affairs are quite apparent, and it is very desirable that measures should be taken, at an early date, to have the sections re-numbered, their boundaries defined, and a proper record of the same established.

At the meeting of the Board of Commissioners in May last, several applications were received for the erection of new sections, three of which were granted. Of these, only two complied with the regulation requiring plans and statistics to be forwarded to the Department, and in these two cases the decision of the Council of Public Instruction has not yet been received.

For Richmond County, I gave the number of Sections as 67. The total number on the list is 68, but one section (Grand Grave) never organized—never had a school. The frame of a school-house was once put up, but nothing more was done. West Bay, No. 41, once had a school-house, but it has been allowed to go to ruin, and there has been no school kept in that locality for a number of years. Lochside, No. 7, never owned a public school building. School was kept for a time in private buildings, but for several years past the section virtually had no existence except on paper. So it is with Bear Island, No. 64, whose school-house has not been occupied for some time past, and has fallen to decay. There seems no prospect of these sections being re-organized for some time to come, so that there are, in reality, only 64 sections in actual operation in this County. If this be taken as the whole number of sections, it will be seen, by reference to Table I of the statistics, that no Section in the County of Richmond has been without school during some part of the year. The long-dormant sections of Rocky Bay, No. 48, and Grand River Road, No. 45, were roused to action, and gave their children the benefit of a school each one term. Besides, a temporary school was opened, and kept in a vacant territory in the rear of Loch Lomond during last winter term, under section 21 of the School Act, and it will depend upon the action taken during the ensuing term, whether this little district shall be promoted to the dignity of a corporate section or not. The long-sought for division of Basin Section, No. 15, has at length been agreed upon by the Council of Public Instruction. A board of trustees was elected at the annual meeting, and there the matter rests. Those of the original section who were opposed to the division claimed that a desire to escape sectional assessment was the real object sought by its advocates, and the inaction of the latter would seem to give color to the contention of the former, and unless vigorous measures are taken by the ratepayers of the new section, at an early day, to establish a school, I shall deem it my duty, in the interests of the existing school, to advise the annulling of this division.

The number of pupils registered at school during the year was 2908, or 1 in 4.8 of the population, as compared with 2792, or 1 in 5.1 the previous year.

I regret to have to state that the contrary was the case in the County of Cape Breton. The same table will show the number of sections having no school during the year to be 20. The number the

previous year was only 14. It is gratifying, however, to observe that the proportionate attendance was larger during the year just closed; for with eleven schools less, we have a total of registered pupils of 6479, as compared with 6583 the year previous. Especially is this proportionate increase noticeable for the summer term (as can be seen by reference to Table V), during which 126 schools (departments) had 5921 pupils registered, making an average daily attendance of 3071, or 51.8 per 100 registered. The figures for the corresponding term of the previous year are 134 schools or departments, 5,865 registered pupils, average daily attendance 2,913.4, or 49.6 per 100.

Cape Breton County employed during the winter term 123 teachers of the following grades and sexes:—3 of Grade A, 23 of Grade B, 42 of Grade C, and 55 of Grade D. Of the Grade B teachers, 22 were males and 1 female; of Grade C, 25 males and 17 females, and of Grade D, 38 males and 17 females.

During the summer term, 126 teachers were employed;—Grade A 3, B 22, C 43, and D 58. Of the Grade B, 20 were males and 2 females, C 24 males and 19 females, and D 35 males and 23 females.

The County of Richmond had 62 teachers employed the winter term, of whom 10 were grade B, 23 grade C, and 29 grade D. Of the grade B teachers, 9 were males and 1 female, of the grade C, 12 males and 11 females, and grade D, 15 males and 14 females. In the summer term, there were 66 teachers,—10 B, 25 C and 31 D; grade B 9 males and 1 female, C 15 males and 10 females, and D 12 males and 19 females.

The scarcity of teachers accounts in a measure for the large number of vacant schools during the year in the County of Cape Breton. There are plenty to supply the demands of well-to-do sections requiring teachers of the higher grades and offering fair salaries, but it is difficult to induce teachers of any grade to go to some of the poorer sections for the paltry salaries offered. A number of the schools in such sections had been, for several terms, occupied by persons holding Permissive Licenses, who, if permitted, would have continued from term to term without making an effort to qualify themselves. Many of these were forced to discontinue, and their places were not filled, because in most, if not in all, cases the salaries offered were too low. I can see no other reason, except perhaps the apathy and neglect of trustees in seeking for teachers; because one would suppose that with the recruits annually added to the staff as the result of each examination, a sufficiency should have been arrived at long ago.

At the examination for Teachers' Licenses last July, 70 candidates presented themselves at Sydney, of whom 10 went up for B; 8 of these succeeded, while 2 got a lower grade than that applied for; 33 applied for C, 12 succeeded and 9 obtained grade D, 12 failing to obtain any grade; 27 applied for D, of whom 7 were successful and 20 failed. Thus, the total number of successful candidates was 38, or 54 per cent. Of the total number of candidates, 17 were licensed teachers seeking higher grades, and 53 were new applicants.

At Arichat there were 23 applicants, 1 for B, 12 for C, and 10 for D. The grade B candidate was successful; of those for C, 4 obtained that grade, 4 took D, and 4 failed altogether; of the 10 D candidates, 2 succeeded and 8 failed. The whole number successful was therefore

11, or about 48 per cent. 18 out of the 23 were new applicants, and 5 held licenses.

I think it will be found that the per centage of successful candidates compares very favorably with that of former years. There is always a tendency on the part of applicants to aim at a grade higher than they are qualified to obtain, under the mistaken idea that by aiming high they will certainly hit the mark, but the folly of this notion is becomming more patent to them every year.

The record made by pupils of the Sydney Academy is deserving of special notice. Four candidates went up for B, and were all successful, one, a young lady, making the high average of 74.1. Six young ladies applied for C, of whom four took that grade, the other two missing it, one by 8. and the other by 51, thus taking D. No better certificate is required to show that this excellent institution is maintaining the high standard I claimed for it in my former report. The good people of Sydney are proud of their school, and seem determined to keep up its reputation, judging from the generous supplies of money voted to the trustees at each annual meeting. The Academy this year loses, to the regret of parents and pupils alike, the services of its able and popular principal of five years' standing, B. McKittrick, Esq., who goes to fill a situation which places him a step higher in the profession—Principal of the Truro Model School. The Trustees have spared no effort to worthily fill his place, and it is to be hoped that they have succeeded. Mr. McInnis, the new Principal, comes well recommended and full of promise, apparently determined to do his best to accomplish a difficult task, that, namely, of *succeeding*, after a successful and popular predecessor. The same excellent staff of teachers continue to do their usual good work in all the other departments.

I am very happy to be able to report that progress has been made towards reviving the Arichat Academy, and I trust to be able, a year hence, to give a good account of its working. The excellent female Academy, conducted by the Sisters of the Congregation, is in a flourishing condition under the able management of Sister St. Maurice, one of the pioneers of the establishment, who, after an absence of some years in Pictou, where she had been establishing another ladies' Academy, returned to Arichat to succeed the esteemed and accomplished Sister St. Zephyrin, on her removal to Montreal. I may remark that the few young ladies (four in number) sent up to the teachers' examination from this school all succeeded in obtaining a license.

The thriving town of North Sydney became aware, during the year, that its juvenile population was fast out-growing the school accommodation available, and temporary provision had to be made for an additional department. There are now seven departments in operation, and still that does not meet the requirements of the section, but I hope to see, ere long, its plucky and enterprising citizens coming to the front with a large central building, capable of supplying all reasonable demands.

The Section of Sydney Mines, even with its large new building, was also cramped for room, but the old buildings were being put in thorough repair when I visited the schools there in October, and I think these should supply all present needs. Here, also, there are

seven departments, and another will probably be opened this term. Mr. Haggerty, the talented youug principal of this school, keeps well abreast of the times in his profession. He had just received, at the time of my visit, Prang's Natural History Series, this being, as far as I know, the first set received in the district; and he was about instituting oral lessons on the subject with a view to the introduction of the Course of Study

I had occassion to complain of the lack of accommodation, as well as of the state of the school buildings and furniture at the Reserve and Lorway Mines, but I was assured that before my next visit all cause of complaint would be removed. The same was the case of the Bridgeport schools, and I am informed that provision was made at the annual meeting for the erection of a new building. I have no doubt that these two important sections will give a good account of themselves before the lapse of another year. I also expect to see Louisburg and Big Glace Bay moving in the direction of new and larger buildings, with a view to the establishment of graded schools. The building at Block House Mines has been renovated interiorly, and fitted up with new and improved desks, and now presents a very creditable appearance.

The only new building I have to report for the year is the one at Mainadieu, but it is a good one, a credit to the place and especially to the energy and determination of the Trustees. It had just been completed when I last visited the place, and was ready to receive the furniture, which was being manufactured at the factory of Mr. R. Gillis at Sydney, the designer and builder of the schoolhouse. The building is in two apartments, capable of comfortably seating some sixty pupils each,—lofty, well-lighted, well ventilated, and provided with a belt of excellent black-board surface all around. A neat little cupola surmounts as tidy a schoolhouse as many a country place of greater pretensions than Mainadieu might well be proud to own. A graded school will be in operation here the current year.

In the better class of schools I observe, from term to term, a marked and steady progress, while in the inferior class, many seem to be trudging along pretty much in the same groove. On the whole, I am safe to say that the progress of education in this district is, if not altogether satisfactory, at least very encouraging, and where we will not have *great scholars*, we will at least have people able to read and write.

A part of the school law which I find trustees very remiss in complying with, is the section requiring that a copy of the minutes of the annual meeting be sent to the Inspector's office within one week after such meeting. From the County of Cape Breton, only 39 sections forwarded copies of the minutes of their last annual meetings, and from Richmond 30 were received. Hence, a very imperfect idea of the wishes of the people of the district has been conveyed by these records, respecting the proposed "Act to secure better attendance." A copy of the bill was forwarded promptly on receipt of the parcels from the Education Office, to each section, and in most cases, must have reached their destinations in time. Of the 39 sections of Cape Breton from which minutes have been received, 16 voted yea, and 4 nay, while 19 made no mention of the matter. Of the 30 Richmond sections heard from, 14 voted yea, 5 nay, and 11 did not refer to it.

The third annual meeting of the teachers' association was held on the 22nd and 23rd of June in the new Academy at Sydney. Seventy-eight teachers attended the various sessions, among whom were nearly all the leading teachers of Cape Breton County, one only coming from Richmond. An excellent programme had been arranged, which, with very little variation, was carried out. The discussions elicited by the various excellent essays were instructive and profitable, and I only wish that more of the young teachers had been present to profit thereby. The enthusiasm manifested at this meeting augurs well for the continued success of the Association, and I confidently expect to see a much larger attendance at the next. The presence of the Superintendent of Education, to whom the Association was indebted for an instructive address on educational subjects, delivered in Temperance Hall on the evening of the first day, no doubt contributed largely to the success and enthusiasm of this meeting. The deep interest taken in education by the people of Sydney was manifested by the large number of ladies and professional gentlemen who graced the meeting by their presence, and stimulated the teachers by their kind and encouraging remarks.

Permit me, in conclusion, to express my thanks to you and to the Commissioners of Schools in both counties for kindness and courtesy in our official intercourse, and to renew my expressions of gratitude for many acts of hospitality received at the hands of the people among whom I have travelled.

I have the honor to be, sir,

Very respectfully yours,

M. J. T. MACNEIL.

To DAVID ALLISON, LL. D.,
*Superintendent of Education.*

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## DISTRICT No. 8.—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

SIR,—I beg respectfully to submit the following brief report of the present condition of education in the Counties of Inverness and Victoria.

In all official reports, it is customary to underlie one's statements with a summary of statistics. With this view the following *resume* has been prepared, and I trust it may be found to be of some value, not only in the Central Office, but also in the counties more immediately concerned.

According to the last census returns the present population of this district is about 40,000. During the year just closed 6,239 pupils attended school in Inverness and 1,469 in Victoria—being nearly 1 in 4 of the population of Inverness, and rather more than 1 in 5 of the population of Victoria.

To the casual observer, the impression is possible that there has been a falling off in the school registration, as compared with the previous year. I am persuaded, however, such has not been the case. The rate of attendance now given is based upon the last census—that given in the Report of 1881, upon the enumeration of the previous dicennial period. Instead of an apparent reduction in the proportion of the population at school during the year just closed, a positive increase would have been exhibited, had the same bases of comparison been employed.*

The whole district now embraces 235 school sections—152 in Inverness and 83 in Victoria.

"Mill Section" has disappeared, it having been merged at the last annual session of the South Inverness Board, into the section from which it had been previously detached.

The Sections of "Brooklet" and "Lower Centennial" are recent creations in South Inverness; and in Victoria, the Sections of "Middle Harbour," "South Harbour" and "Middle River" have been established in the Aspy Bay valley.

During the Winter Term there were 10 vacant sections in Inverness and 18 in Victoria.

During the succeeding summer, there were but 6 sections without schools in Inverness, while there was an increase of *three* additional vacancies in Victoria. A number of those sections, however, had schools in session either one term or the other. For the continuous year there has been but *one* vacant section in South Inverness.

There were *two* vacanies in the Northern district and no fewer than *ten* in Victoria. Here it may be necessary to explain that some school sections in the district, although entered as such, in the Commissioners' records are scarcely worthy of the name—the territory is there, but it is sparsely settled, and the number of school-going children insignificant. In others again educational effort is partially paralysed by the straitened circumstances of the people. Indifference is also an element, and although it is customary to charge the sins of a section to the trustees, it should be remembered that these officials are merely the exponents of the people, and are thus amenable to the source from which their authority emanates. Another barrier in the way is one that owes its origin to the scarcity of licensed teachers, particularly in the Co. of Victoria. Upon the recommendation of School Commissioners, clerical and lay, permissive licenses were granted for several sections. But notwithstanding all the efforts put forth to have the fundamentals of education bought within the reach of every child in the district—it was found impossible, as results shew, to carry out our intentions, as fully as we could have desired.

*Two* teachers of grade A were employed during the winter term; 24 of grade B; 62 of grade C; and 126 of grade D—214 in all.

During the succeeding summer there was a slight numerical falling off in the higher grades, but an increase in the number of teachers of

*In the tables contained in the body of this Report, all calculations and comparisons involving *population* are based on the census of 1881. D. A.

the *third* class, swelling up the grand total number employed, to the exact figures of the previous term.

In the matter of teachers' salaries there is nothing special to note. The voting is *low*, and will continue so, until the teachers themselves form an adequate conception of the importance and dignity of their vacation. In craft guilds protective *unions* have been found to be feasible, and when wisely conducted, mighty bulwarks of defence. Unless the teaching fraternity will do likewise, or come to some understanding on the question of *rates*, its most cultured members will retire, and the character of the profession for scholarship and skill must inevitably wane.

Owing to the difficulty of obtaining grade B teachers, the advanced departments in a few of the graded schools were filled by teachers of the second class. These schools have been, and are, doing good work, and I should very much regret to see their efficiency in any way impaired.

The strength of the staff has been materially increased by additional reinforcements at the last July examination. In addition to the local stations, applicants hailing from this district are also examined at Sydney and Arichat—five distinct stations of examination thus contributing, each its quota, to the general force. The number of successful applicants was larger than at any previous examination since the adoption of existing standards. As a rule, high averages were obtained. No. 1 in order of merit for the whole Province was examined at Baddeck. No. 4 grade B was examined at Port Hood, and so was No. 9. The successful applicants at Margaree Forks did well, although their names are not entered high enough up on the merit list to be specially referred to.

A number of our young men have also shewn their metal at public examinations in other parts of the Province. Out of three students of the Provincial Normal School who obtained, last summer, a superior gradation for excellence in professional work, one is a native of this district, and two of our teachers made exceptionally high averages at recent matriculation examinations—one winning a bursary of $300, and the other a scholarship worth $200 a year to continue for two years—the latter being third in order of merit in a competition keenly conducted by aspirants from the maritime provinces.

*The Teachers' Association* is in full life and vigor, and continues to be regarded with much favor. The interchange of ideas, and the improved methods of teaching, and of school organization presented, should exercise a lasting salutary influence. The programme consisted of addresses, written and *viva voce*, with untrammelled criticism of views advanced; and on the afternoon of the second day, some of the leading teachers present, gave their individual experience in teaching the ordinary branches of a common school education. This is, I consider, an especially commendable feature, and will be found, I venture to say, eminently productive of favorable results, especially when given by way of dessert, after dishes more substantial and more elaborately prepared.

I am happy to say the academies at Hawkesbury and Baddeck, exhibit evidences of increased vitality.

All along since the inception of the existing Act, Hawkesbury has kept in the van of educational progress. The trustees have invariably been gentlemen of much educational zeal, and they have been generally fortunate in securing the best available teaching talent. Mr. Forsyth, the present head master, has held the Principalship for four consecutive terms. He is, as you are aware, a highly successful teacher.

The intermediate departments is in good hands, and so is the primary. The latter is however considerably overcrowded, but as the trustees promise additional accommodation, it is unnecessary to dwell upon this, the only unsatisfactory feature in the Hawkesbury School.

A preparatory department having been recently added to the Baddeck Academy, the principal will now be enabled, not only to exercise general supervision over the whole institution, but also to have the advanced departments confined to pure academic work. Greek, Latin and French are taught, and a number of young men and women from the village and rural districts are now in attendance, preparing for matriculation and for the approaching teachers' examination. The principal, E. I. Torey, Esq, B. A., is in more respect than one, a true disciple of Thomas Arnold. He is a genuine teacher, and having made the highest grade A average in the Province, at the last July examination, he has given ample proof of his superior scholarship.

As special reports of these institutions are to be hereafter submitted to you, it is unnecessary here and now, to enter more fully into details.

I beg respectfully to call your attention to the fact, that during the past year only 9 sections in this district participated in the additional grant to " Poor Sections—2 in South and 6 in North Inverness, while there has been only *one* in Victoria. I have no fault to find with some of the wealthiest of the Western Counties for drawing the *full extra grant* allowed by law. But when poorer Counties draw only a trifle, they should, I think, be allowed a compensating "*quid pro quo*." The maximum Special Grant is limited by the Act to $300 annually to each County. And in the event of the gross extra allowance exceeding that amount, each teacher's share is reduced *pro ruta*. I should propose, that the words be added:—"balance undrawn by counties, shall be placed to the credit of the School Boards in such counties, to be expended as aid in the building and equipment of school houses in poor and sparsely settled sections."

The announcement of the early demise of the late lamented Hon. Dr. Campbell clouds the concluding lines of this report. Although a young man, the doctor's experience in Parliament and as a member of the local school board extended over a period of over ten years. He was a punctual attendant at the Commissioners' meetings, and his rare acuteness of intellect, combined with the suavity of manner, tided the Board, more than once, over doubtful questions of law and procedure, in relation to school sections and other matters of a perplexing character. His marked personal magnetism rendered him a universal favorite, and as a member of the Provincial Cabinet, he was on the threshold of what appeared, to human ken, to be a career of brilliant promise

In conclusion, I beg gratefully to acknowledge my indebtedness—to yourself personally for your strict and prompt discharge of official business—to school commissioners, teachers and trustees for professional co-operation, and to the public generally for the "genuine highland welcome" invariably accorded me.

This is the old story, but like old wine, it improves with age.

Very respectfully,

JNO. Y. GUNN.

To DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

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## DISTRICT No. 9.—SOUTH COLCHESTER AND PICTOU.

D. H. SMITH, A. M., *Inspector.*

DEAR SIR,—I beg to submit the following report for the school year ended October 31st, 1882.

Of the 196 School Sections in this inspectoral district, 29 had no school during the winter, and 21 during the summer term. Thirteen had no school any portion of the school year; they were Pictou Island, Three Brooks, Carribou, Big Gut, Knoidart, Marsh, Barney's River, Black Brook, and Game Valley, in Pictou County, and Springmont, Union, Fort Ellis, Smithfield, Upper Brookfield, and Irwin, in South Colchester. All these, with the exception of Fort Ellis, Picton Island, and Three Brooks, Carribou, are weak and sparsely settled, and many of them new sections, and as yet are unprovided with school accommodation. The feud that has existed for such a length of time over the site selected for a new school-house in Three Brooks Section, North Pictou, still lives, and bids defiance to every effort that is made to adjust the difficulties, and have a school set in operation. Three years have elapsed since there has been a regularly organized school in the section, and the prospects of its re-establishment in the near future are not at all encouraging. At every regular meeting of the Board of School Commissioners for several years, the case has been brought up with a view to the reconciliation of the parties, and the settlement of the difficulty. So far, however, they have proved inexorable, and as yet no satisfactory results have been reached. We trust that in the course of another year, a flourishing school will be established in Big Gut Section. Its rapid increase of population, caused by the location of the glass and other works in that vicinity, should, I think, warrant such at once. As for the other sections in which there was no school for the year, school will be opened in them as soon as accommodation is provided.

The number of schools in operation in the winter term was 212, in summer 224. In the summer term, a regularly organized school was started for the first time in Big Woods, No. 46 Section, South Pictou. The schools in Pictou Town have been increased to 12 departments by the formation of two additional grades in the lower schools, and the establishment of a department devoted to the teaching of Drawing, in

the Academy. A division of the Primary grade has been made in Westville Schools, forming a primary and an advanced primary.

The number of teachers employed in the winter term was 220 holding licenses as follows:

| *Male.* | | | | *Female.* | | | |
|---|---|---|---|---|---|---|---|
| A | B | C | D | A | B | C | D |
| 4 | 32 | 30 | 8 | 0 | 10 | 81 | 65 |

In Summer, 228, viz:

| *Male.* | | | | *Female.* | | | |
|---|---|---|---|---|---|---|---|
| A | B | C | D | A | B | C | D |
| 5 | 23 | 28 | 8 | 2 | 6 | 83 | 73 |

During the winter term 125 were engaged in the same section as they were the term previous, 72 removed to new sections and 23 were engaged for the first term. In summer 139 remained in the same section as during previous term, 73 were engaged in new sections and 16 were new teachers.

Of the male teachers who taught during the summer term holding A and B licenses, only 11 in the whole district have been in the profession over seven years, while of the female who taught the summer term, holding A, B and C licenses, only 30 have been teaching upwards of this term. The smallness of the number thus employed compared with the whole number engaged in the work is what we might expect when we consider the limited remuneration they receive for their services. The average salary of grade A—not employed as an academic teacher—and B male teachers in this district was $395.88, of C, $262.34, of D, 160.88, while that of female teachers of corresponding grades is still lower, being for the first $269.78, for the second $234.70, and for the third $154.13. Certainly such rates of salary can afford little or no inducement for persons of ability and energy to enter or remain in the profession unless it be done for a temporary expedient. If this be the case there must ever be exhibited a lack of interest in the work, and consequently we need not look for any result other than failure. But we trust we have now reached the low water mark of rates, and that hereafter the current will be in the other direction. Already the supply is becoming reduced, and in cases it is difficult to secure teachers to fill vacancies at the rate of salary offered. It does indeed appear to me that the time has come to refuse absolutely the granting of Permissive licenses. In some sections trustees refuse to employ a teacher unless his services can be secured at a mere pittance. Indeed in some sections under the present mode of distributing the county money, so miserably low are the salaries of the teachers employed, that the trustees actually make money out of their school. But this state of matters cannot now long exist if "Permissives" are no longer granted.

The number of pupils registered for the Winter Term was 9132, making a grand total days' attendance of 591,511 days, and an average

of 5105.13, which gives nearly 56 p. c. of the enrolled scholars present daily while the schools were in operation. In summer the number registered was 9680, the grand total days' attendance 570.391 and daily average 5320.86, giving a percentage of nearly 55 of those enrolled present daily. The total number of different pupils at school during the year was 11,187.

The attendance this year as shown above is somewhat better than that of previous years. This is especially the case in Pictou County, and although our schools in this particular are not what those most deeply interested in them would like them to be, yet it does appear that the great bulk of the people are satisfied. Mr. Harrington's Bill, which was distributed throughout the district just before the last annual school meeting, with the view of securing an expression of opinion relative to the advisability of enacting such measure, met with disapproval of a very large majority of the sections. It may be there was a misconception as to the purpose for which the copies of the Bill were distributed. I believe such was the case. Certainly there cannot be the least doubt that the enactment of such a measure and its adoption by the different sections in which careless and indifferent parents reside would have a very salutary effect upon the attendance in such schools.

As regards the work in our schools I think we have every reason to take encouragement. There is evidently more enthusiasm and life infused into it and a steady advance is quite perceptible. Much of the work done is methodic and exact, and reflects very great credit upon our teachers. The good effects of a thorough training at the Normal School are now making themselves felt in our schools. Could we secure compulsory attendance of our teachers upon that Instituton, so as to give the country a uniform system of teaching in connection with the Course of Study, which goes into operation this year, much would be done towards facilitating the work and increasing the efficiency of our schools. I trust the day is not far distant when this may be done.

New school houses have been erected in Loch Broom, Loading Ground, Bailey's Brook and Vale Colliery Sections. The trustees of Fox Brook have been unable to proceed with the erection of their house in consequence of the dissatisfaction which has arisen among the ratepayers with regard to the site sanctioned by the commissioners. The matter will come before the Board of Commissioners at their next annual meeting, when we trust it will be satisfactorily adjusted, and the trustees empowered to proceed with their work. Lismore section has selected and purchased the site, voted a sum of money to be levied, and will build the next summer. Hodson has decided to make a thorough repair and reseat. College Lands has taken no action to improve its school, either by repair or by erecting a new house, and it now remains with the Superintendent to withold the grants. New houses are very much needed at Carribou River, Toney River, Pleasant Valley and Albion Mines. The present are becoming dilapidated through age and fail to meet the requirements of the law. Hopewell has made provision for the enlargement of its house so as to secure the section a graded school of two apartments. Truro and New Glasgow are taking steps to erect new houses.

Additional school room has been long needed in New Glasgow. For a number of years the primary department in the Brown School House has been conducted in an apartment entirely too small for the purpose. We trust that under the enterprising superintendency of Councillor Carmichael this state of matters will not be allowed to exist any longer than possible.

For further information regarding the schools in this district, I beg to refer you to my notes of inspection and monthly reports, which I have already forwarded, and to the accompanying statistical tables.

In submitting this, my final report, I must here record my appreciation of your kindness and courtesy in our official intercourse, and express the desire that you may be long spared to continue the work which you are now so energetically performing. I would also acknowledge with gratitude the assistance rendered me in my work by the Commissioners of the several districts and the hospitalities ever shown me by the people in the country while visiting the schools in their respective sections; nor can I forget to record my appreciation of the kindness and regard exhibited by the teachers of this inspectoral district, when making my official visits to their schools, and the cordial manner in which they uniformly received any suggestions I had to offer in relation to their work.

All which is respectfully submitted.

D. H. SMITH,
*Inspector Dis. No.*

TO DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

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## DISTRICT NO. 10.—NORTH COLCHESTER AND CUMBERLAND.

W. D. MACKENZIE, *Inspector.*

Sir,—I have the honor to submit the following report for the school year ended October 31st, 1882.

By the tables of statistics already forwarded you will notice that there has been good progress in Education in this District, and very especially in the County of Cumberland, which for the first time in its history has had but three schools vacant during the entire year. No. 10 division of Colchester shows one school vacant during the entire year, and I have little hope of being able to report this school in operation next year, as the section has but five children of school age, and is not near enough to admit of amalgamation with the adjoining section.

Looking at the Winter term alone in District No. 10, our appearance is not so favorable. The Winter was the most severe in the history of the Province. In some cases teacher and pupils made their way to school on snow-shoes. Roads were blocked for weeks and several schools were closed entirely after being open for some time at be-

ginning of term. By a glance at the tables you will observe that small children (and the weakly ones) were debarred from attendance during the entire winter. Some female teachers found themselves unable to walk any distance from their boarding places to school rooms when the snow became so deep, and were in consequenee obliged to give up their schools. The work of inspection was also much impeded,—indeed more so than in any previous winter. One of the storms blocked me at Wentworth for nine days, and I got away then only by putting my horse and sleigh on the train. While travel was impossible I occupied part of the time writing to boards of trustees in whose sections there had been no school the previous term, notifying them that the law would be enforced unless their schools should be in operation the following summer term. Partly in consequence I presume statistical tables show 145 schools in session this summer, as compared with 133 last summer, and 5,655 registered pupils as compared with 5,239 the previous summer, The above numbers are for Cumberland alone. In North Colchester we show 65 schools in operation this summer as compared with 62 last summer,—a gain of 3, and a registered attendance of 2,815 compared with 2,769. In one of the sections vacant in Cumberland during term just closed, it is but fair to state that the trustees made every effort to secure a teacher, and my own endeavors were also unsuccessful. So great was the demand this summer that both Cumberland and Colchester were drained of their teachers, and I was obliged to advertise in one of our city papers in order to fill our schools. From communications received from nearly all parts of the district, I am safe in saying that very few schools will be closed during the present winter term. It is possible the Fox Island section may be without a school. The section requires a grade B, or C, male. After the trustees had been disappointed in their efforts to secure a teacher, I a few days ago forwarded an advertisement to the Halifax Chronicle but have not yet learned the result.

*New Buildings.*—At the present time there are completed and in course of erection twelve new school buildings: 1 in North Colchester, 3 in Parrsboro', and 8 in Cumberland. I believe they are all built according to plans forwarded to me by yourself, and as details of light, ventilation, &c., have been carefully carried out, these new buildings will, in all cases, meet the advanced educational and hygienic requirements of the present day.

*Educational Interest* seems to have a healthy growth. I believe in this respect Economy and Londonderry still continue to take the lead. They employ the most expensive labor, have the finest and best kept buildings, the most thorough equipment, and show the steadiest and proportionally largest attendance. There are, of course, a few poor schools in these polling sections, but only a few. Educational Interest received an impetus in the Parrsboro' district, this summer, owing to the meeting of the Teachers' Association in June. Notwithstanding it was held during a week of great political excitement, the public lecture by the Superintendent of Education in Rink Hall, a very large building, was so crowded that many persons were unable to get a seat, and went away in consequence. 75 teachers were present the first afternoon—a larger number than we have ever had before.

Principal Calkin's presence was much appreciated. I may mention that owing to our proximity to the P. E. A. meeting at Truro, which in interest and importance overshadows the local associations, it is only by the greatest exertion we are able to secure even a moderately large attendance. It has transpired that in nearly all cases trustees decidedly object to the teacher attending both associations, and this will account for the fact of so few who attended the meeting at Parrsboro' being enrolled at the Provincial Association at Truro. I will here state a fact without note or comment: Teachers who attend associations are, with but very few exceptions, the *successful* ones. Our next associational meeting is to be held at Acadia Iron Mines in June, 1883.

*Money Vote.*—It will be noticed that in Cumberland the amount voted at annual meeting for school purposes (not including building and repairs) is $13,547, or $1,347 more than last year, and $2,640 more than year before. North Colchester voted $5,302.34, or about $300 more than last year.

*Efficiency, &c., of Schools.*—As reported last year, I continue to find a gratifying increase in the efficiency of the great majority of the schools, largely owing to (1) the general adoption of the new Course of Study, which has been in operation in my district for nearly eighteen months; and (2) the growing tendency on the part of trustees to retain in their service, during consecutive terms, teachers who are even moderately successful. A plodding teacher is found to do better work in three terms in the same school than a brilliant one, well accomplished, in three different schools in the same time, and I am glad to say trustees are recognizing and acting on this important truth. In all cases where I have an opportunity, I continue the endeavor to induce trustees to employ for the year instead of for the term. Some of the graded schools are doing very superior work. Among the most successful, I may mention Amherst Graded School and Academy, Acadia Iron Mines, and Parrsboro'. Those at Great Village, Folly Village, Tatamagouche, Oxford and Pugwash are in all respects satisfactory. At Central Economy and Wallace, though the Principals' departments were all that I could desire, the elementary ones were not by any means satisfactory. In both cases trustees were notified. The Point school connected with Central Economy was quite successful. Miss Durning has taught the school a number of terms. The Spring Hill Mines Graded School which has now four departments, has made a long progressive step this year, since the adoption and grading according to the Course of Study. The third class, taught by Miss Bell, is especially deserving of mention. I believe the change in these schools is very largely due to Mr. Conway, who has spared no pains in his endeavors, as secretary, to carry out my instructions. The new wing for Class 1 (Primary) built this year, cost about $800.00. Acadia Iron Mines continues to lead the four department schools of the district. The trustees here pay good salaries, and have teachers to correspond, and they keep the same staff term after term, except an occasional change of principal. Mr. Hutchinson, secretary, had the building thoroughly renovated, and repaired inside and out during vacation. By communication from him a few days ago, I am informed

the trustees have employed an additional teacher, so that the school now becomes one of five departments, ranking with Parrsboro' in number of teachers, but vastly superior in its building, furniture, and appliances. The schools at Parrsboro' under Principal Johnson, have done excellent work. A new building at the east end of the section is nearly completed. Many of the schools in the rural sections are also doing well. Those marked best in a memo. this summer are departments taught by Miss Roxanna Rutherford, F. Amelia Blair, Alma Copp, Minnie J. Schurman, M. Scanlan, J. R. Johnson, and S. J. Archibald. Many of the teachers since the adoption of the Course of Study are making efforts towards self-improvement, in order to keep up with the requirements of to-day. Cumberland sent 18 teachers to the Normal School this term, and a proportionally larger number went from North Colchester. The growing interest in the ornamentation of school-rooms and surroundings, which I reported last year, still goes on, and I deem it my duty to do all I can to encourage the cultivation of the beautiful, as well as the intellectual.

*The Course of Study* was introduced in this District immediately on its adoption by the Provincial Educational Association in July, 1881, and whatever measure of success we have achieved since that time is very largely owing to having closely followed this Course in all its essential points, and I have yet to learn of a single complaint against it. Teachers, pupils, trustees and parents are alike satisfied that the introduction of this Course of Study marks a long forward step in the educational progress of Nova Scotia. It facilitates the work of inspection also to an extent that Inspectors cannot fail to appreciate.

*Branches Taught.*—All the branches usual to common schools are fairly well taught. I continue to insist that whatever else is done, Reading, Writing and Arithmetic must be taught as thoroughly as the ability of the teacher will permit. We have given this year a large measure of attention to practical work, as distinguished from that of a purely literary character, and in this North Colchester leads Cumberland. During the winter the district shows 749 pupils studying Agricultural Chemistry. This is not the place to discuss the importance of teaching the elements of scientific farming, but I beg to express a hope that soon a Chair of Agriculture will be established in connection with the Normal School, Truro. In this New Brunswick has got ahead of us. A Professorship of Agriculture has been established in Sackville College.

*Industrial Drawing.*—I include Industrial Drawing with practical work and am glad to be able to report a total of 2778 pupils in this branch. The visit of Walter Smith to the Province last summer, and his public lectures and lessons to the members of the Provincial Educational Association, have awakened a lively interest in this important branch, and have set right many false notions regarding it. Charles G. Leland, in the October *Century*, points out the absolute necessity of Industrial Education in public schools, owing to the present decay of the apprentice system in America, and quotes the assertions of experienced and practical men that in nine trades out of ten the boy who can draw has a vast advantge over one who can not. In my visitation this summer I gave a lesson in every school where the teacher

desired it. Very fair specimens of *original design* were sent me at close of this term from Acadia Iron Mines schools. Some of them I forwarded to you. Perhaps the best Drawing was done in Mr. Fulton's school at Oxford. The Parrsboro schools shew fair work also.

The study of Book-keeping is encouraged particularly for winter term. I am sorry to report that nearly all schools in my district are below the *Arithmetic* standard as laid down in the course. I have directed teachers to give especial attention to this branch, in order that it shall be brought up to the standard before the close of term ending April 39.

*Teachers' Returns.*—Some of the returns are very neat and correct, but the greater number are slovenly and inaccurate. Col. 29 is wrong in the great majority. 25 is generally correct, but 26 and 27 are not to be relied on; and I have much trouble in verifying all results in order that no mistakes may appear in my own returns forwarded to you.

The annual meeting vote on the act to secure better attendance shows a small majority in its favor. It would be adopted without question were its provisions more perfectly understood.

The work of inspection has largely increased in this district within the past two years, and all my energies are taxed to overtake it. The office work and correspondence alone are sufficient to occupy one person the greater part of the time.

I have the honor to be, Sir,
Your obedient servant,

W. D. MACKENZIE.

To David Allison, Esq., Ll. D.,
*Superintendent of Education.*

# APPENDIX C.

## Report of the Board of School Commissioners.

### CHAIRMAN'S REPORT.

OFFICE OF THE BOARD OF SCHOOL COMMISSIONERS
FOR THE CITY OF HALIFAX.

TO DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education for the Province of Nova Scotia:*

SIR,—I have the honor to forward to you, for the information of His Honor the Lieutenant Governor, and the Provincial Government, the following Report of the Board of School Commissioners for the City of Halifax for the year ending October 31st, 1882.

The accompanying carefully prepared tabular statements appended to the report of the Supervisor, will present a highly satisfactory state of efficiency and show a marked and steady progress in general usefulness in the schools under the control of the Board.

It will be seen from these statistics that during the year, the total number of pupils registered was 5,551, being a larger number than that of any previous year, although the average attendance was not quite equal to that of some previous years.

There has been expended for all purposes in the maintenance of the City Schools during this year the sum of $75,045.20. While this sum, compared with the total civic estimate of expenditure, for all purposes, may seem a large one, I am nevertheless convinced that in no direction can it be materially reduced. The strictest economy, consistent with efficiency and a due regard for the interests involved, has been rigidly practiced, and where a saving could be effected without injury, the Board has not hesitated to apply it.

The efforts to secure for the High School, the County Academy Grant for Halifax County, which were commenced last year, were renewed during the present school Year, with what promised to be a successful result. A basis of agreement, mutually satisfactory was suggested, and a copy of Minute of Council of Committee of Public Instruction received, promising to arrange for a conference with the Board, but subsequent changes in the *personnel* of the Cabinet, and the important business attending the local elections which brought about so many changes, all conspired to make our efforts unsuccessful and the Board was reluctantly compelled to hand the matter in an unfinished state to their successors in office.

By resolution of the Board in February last, it was decided to dispense with the teaching of Music in the Public Schools, Various causes seemed to lead to this end, but a desire on the part of the Board to economize in what was apparently an unsatisfactory branch of study as presented, no doubt, largely helped to bring about the change.

The subject of introducing into the schools, the teaching of Industrial Drawing, followed closely the discussion of the question just alluded to. The Superintendent of Education appeared before the Board, and very warmly urged the claims of drawing, and the great value of the art of design as a part of the curriculum of study in the City Schools. Through his instrumentality also, Prof. Walter Smith, State Director of Art Education for Massachusetts, was induced to visit the City of Halifax, and deliver a free public lecture illustrating his methods of teaching, showing the value of drawing as applied to industrial pursuits, and its power in cultivating and promoting the growth of taste in a community. The subject had previously commended itself to the Board, and as a result the services of Miss Ottie A. Smith, Teacher of Industrial Drawing at the Normal School, Truro, a pupil of Prof. Smith, and a graduate of the Normal Art School of Massachusetts, were secured. This lady is engaged to give a lessons to all the teachers of the Public Schools, weekly, who when due proficiency in the study has been reached, will in their turn be able to impart the instruction thus gained to the puplis of their respective classes.

A matter for much congratulation on the part of the Board, is the settlement of the very heavy debt due the Bank of Nova Scotia, attributable to the irregular and unsatisfactory way in which the City made its payments to the Board. This debt was made up by repeated borrowings, as the City failed to meet its obligations, until the amount had at one time reached upwards of $60,000, and the annual interest account, which the Board had to meet out of its appropriation, over $3600. By an Act of the Legislature, passed at its last session, the City was empowered to fund its floating debt, and in this way, the Board was enabled to pay off $44,267,26 of its indebtedness.

A balance, not included in the City's floating debt, of $9,784,82, made up of $4,500, which the City Council refused to provide for in its assessment for the year 1880–81, and of $5,284,82 interest account which the City Treasurer could not legally recognize, has since been arranged for, by the preparation of a bill to be submitted at the next session of the legislature to provide for the funding of this amount also.

During the year 1879, under the pressure of existing financial difficulties, and following the example set by the City of Halifax, the Board felt reluctantly called upon to reduce the salaries of its employees, 10 per cent. I am happy to be able to report that the present satisfactory state of affairs enables the Board to restore the pay sheet once more to its full proportions, and that after May 1st, 1883, all its officials will be in the receipt of full pay.

The High School has continued to maintain its favorable progress. The number of pupils in attendance has been greater than in any pre-

vious year, and the results equally gratifying. Some minor changes have been made in the school, which, the Board trusts, will add to its usefulness. The appointment of a special teacher to the junior department was thought to work unsatisfactorily, and it was decided to incorporate this branch more closely with the High School proper. So that the senior pupils of the junior department might be brought more immediately under the supervision and teaching of the masters, from whom they now receive instruction in turn.

The Annual Examinations of the City Schools, took place, as usual: the junior departments in April, and the High School and senior departments in July, at the midsummer vacation. These were all carried out in a satisfactory and creditable manner, the thorough and exhaustive examinations of the High School and senior departments being particularly commendable. The attendance of visitors was larger than usual, and the increased interest evinced showed the growing and well-merited confidence of the public in our school system.

Night Schools were opened during the winter months, in Beech St., St. Mary's, St. Patrick's, and the Inglis school-houses, in accordance with the wishes of a large number of petitioners residing in the vicinity of these respective buildings. In all cases the attendance was good, and quite warranted the outlay—about one hundred dollars each—provided for them. Numbers of young men and lads, the labour of whose hands is required by day, as bread-winners for many homes, have thus been enabled to reap the benefits of a school system which the Board has ever desired to make, in fact as well as in theory—free to all.

Appended will be found a detailed account of the expenditure and receipts, with all such other information as to the schools under the control of the Board, as will be likely to interest the public.

In conclusion I have to add, that the Commissioners have not been without a due regard to the responsible nature of the trust committed to their care, and are conscious of many short comings in the fulfilment of the trust, yet it has been their one desire, to carry out the law in a spirit of harmony, and with the single purpose of promoting the best interest of the Public School System.

I have the honor to be, Sir,

Your obedient servant,

THOMAS TRENAMAN,

*Chairman.*

# SUPERVISOR'S REPORT.

## For the Year ended 31st October, 1882.

THE BOARD OF SCHOOL COMMISSIONERS FOR THE CITY OF HALIFAX:

*Gentlemen,*—The following report on the condition of the Public Schools of the City of Halifax for the year ended October 31st, 1882, is respectfully submitted:—

### WINTER TERM.

During the Winter Term, ended April 30th, 1882, 81 Female and 15 Male Teachers were employed, who, with the unlicensed teacher engaged at that time in the Industrial School, made a total of 97 Teachers engaged in the Common Schools of the city.

Of these, 2 held the Academic License, Grade A; 33 held a First Class License, Grade B; 55 held a Second Class License, Grade C; and 6 held a Third Class License, Grade D.

### SUMMER TERM.

During the Summer Term, ended October 31st, 1882, 81 Female and 16 Male Teachers were employed, making a total of 97 Teachers, as in the former term.

Of these, 2 held the Academic License; 30 held a First Class License; 59 held a Second Class License; and 6 still held a Third Class License, in all 97 Licensed Teachers.

| | Winter Term. | Summer Term. |
|---|---|---|
| No. of Licensed Teachers | 96 | 97 |
| " " Male Teachers | 15 | 16 |
| " " Female Teachers | 81 | 81 |
| " " Male Teachers, Grade A | 2 | 2 |
| " " Male Teachers, Grade B | 11 | 12 |
| " " Female Teachers, Grade B | 22 | 18 |
| " " Male Teachers, Grade C | 1 | 1 |
| " " Female Teachers, Grade C | 54 | 58 |
| " " Male Teachers, Grade D | 1 | 1 |
| " " Female Teachers, Grade D | 5 | 5 |

## PUPILS REGISTERED.

The number of pupils returned as registered for the term just ended (Oct. 31), exclusive of the pupils in the High School, is 5,051, and the average daily attendance is reported as 3,693. This will give a proportion of the population of Halifax City at school of about 1 in 7, and an average of about 52 registered pupils to each teacher.

The following table, continued from last Report, exhibits a comparative statement of the number of enrolled pupils, and of the average daily attendance, during the summer term, for the years ended Oct. 1874, 1875, 1876, 1877, 1878, 1879, 1880, 1881 and 1882.

| Schools. | 1874. | | 1875. | | 1876. | | 1877. | | 1878. | | 1879. | | 1880. | | 1881. | | 1882. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. |
| Acadian | 208 | 147 | 200 | 143 | 169 | 115 | 151 | 101 | 161 | 112 | 184 | 125 | 145 | 103 | 132 | 89 | 132 | 87 |
| Agricola Street | .... | .... | .... | .... | .... | .... | .... | .... | 174 | 139 | 264 | 201 | 260 | 193 | 277 | 194 | 281 | 197 |
| Albro Street | 572 | 394 | 614 | 457 | 649 | 471 | 629 | 462 | 542 | 431 | 544 | 418 | 523 | 408 | 498 | 378 | 524 | 414 |
| Beech Street | 102 | 77 | 124 | 78 | 203 | 106 | 231 | 150 | 195 | 133 | 151 | 106 | 143 | 108 | 152 | 111 | 148 | 117 |
| Brunswick Street | 577 | 390 | 573 | 399 | 552 | 384 | 577 | 406 | 552 | 401 | 519 | 381 | 525 | 381 | 519 | 360 | 526 | 362 |
| Coburg Road | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 53 | 40 | 55 | 42 | 52 | 41 | 54 | 41 |
| Dutch Village | .... | .... | 70 | 44 | 68 | 55 | 65 | 49 | 60 | 48 | 70 | 47 | 77 | 53 | 63 | 44 | 48 | 41 |
| Industrial | 52 | 42 | 47 | 40 | 38 | 28 | 32 | 28 | 34 | 27 | 34 | 27 | 36 | 33 | 37 | 31 | 31 | 28 |
| Inglis | 175 | 55 | 203 | 63 | 163 | 67 | 120 | 51 | 80 | 41 | 49 | 22 | 58 | 20 | 47 | 17 | .... | .... |
| Lockman Street | .... | .... | .... | .... | .... | .... | 48 | 22 | 50 | 37 | 50 | 30 | 48 | 30 | 39 | 20 | 38 | 20 |
| Maynard Street | .... | .... | .... | .... | .... | .... | 140 | 59 | 120 | 76 | 123 | 78 | 102 | 65 | 102 | 67 | 104 | 71 |
| Morris St., (boys & girls) | 664 | 451 | 612 | 446 | 567 | 382 | 620 | 409 | 540 | 380 | 567 | 411 | 569 | 433 | 316 | 237 | 313 | 231 |
| " (girls) | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 260 | 187 | 253 | 180 |
| National | 209 | 163 | 197 | 156 | 198 | 151 | 203 | 161 | 198 | 145 | 227 | 157 | 246 | 156 | 210 | 149 | 199 | 147 |
| Poor Asylum | 51 | 26 | 54 | 32 | 53 | 32 | 53 | 36 | 38 | 30 | 40 | 31 | 49 | 28 | 48 | 31 | 36 | 14 |
| Richmond | 253 | 175 | 256 | 169 | 254 | 181 | 240 | 175 | 239 | 177 | 254 | 191 | 229 | 171 | 262 | 170 | 223 | 150 |
| Russell Street | 232 | 163 | 225 | 169 | 233 | 172 | 246 | 187 | 238 | 182 | 244 | 183 | 252 | 186 | 255 | 187 | 315 | 230 |
| St. Mary's (boys) | 383 | 342 | 377 | 341 | 354 | 260 | 300 | 213 | 304 | 235 | 349 | 250 | 330 | 260 | 293 | 223 | 297 | 210 |
| " (girls) | 310 | 265 | 280 | 250 | 268 | 243 | 324 | 273 | 304 | 266 | 348 | 276 | 327 | 271 | 338 | 279 | 294 | 250 |
| St. Patrick's (boys) | 341 | 265 | 358 | 274 | 340 | 264 | 346 | 268 | 345 | 282 | 336 | 262 | 349 | 269 | 401 | 300 | 464 | 312 |
| " (girls) | 440 | 404 | 460 | 410 | 389 | 337 | 409 | 356 | 440 | 405 | 462 | 375 | 460 | 379 | 445 | 366 | 462 | 358 |
| Summer Street | 198 | 140 | 174 | 130 | 195 | 132 | 200 | 147 | 197 | 145 | 204 | 144 | 197 | 161 | 201 | 157 | 195 | 149 |
| Tower Road | .... | .... | 83 | 66 | 144 | 92 | 170 | 103 | 201 | 133 | 132 | 92 | 132 | 86 | 127 | 85 | 114 | 78 |

## ATTANDANCE.

The following figures show the number of pupils registered, and the average daily attendance reported by each Teacher for the Term ended Oct. 31, 1882 :—

| Name of Teacher. | Number of Pupils Registered. | Av. daily attendance. |
|---|---|---|
| *Acadian School.* | | |
| A. E. Hamilton | 33 | 20.35 |
| J. McLeod | 39 | 26.09 |
| C. A. Payson | 60 | 41.26 |
| *Agricola Street.* | | |
| Ida Creighton | 40 | 28.27 |
| M. Cunningham | 47 | 38.00 |
| E. R. Curren | 55 | 35.00 |
| A. McGregor | 44 | 43.00 |
| L. Bowden | 92 | 53.00 |
| *Albro Street.* | | |
| F. J. Bowles | 54 | 38.98 |
| C. Grahame | 41 | 33.28 |
| G. M. Huggins | 38 | 34.27 |
| A. M. Mason | 39 | 34.00 |
| S. W. Shields | 43 | 33.05 |
| M. A. Johns | 43 | 31.44 |
| B. J. Mitchell | 46 | 39.27 |
| F. Theakston | 49 | 36.00 |
| E. J. Willis | 81 | 63.72 |
| L. W. Elsdon | 90 | 70.00 |
| *Beech Street.* | | |
| J. F. Elliott | 54 | 47.50 |
| C. Hosterman | 41 | 29.78 |
| M. H. Grierson | 53 | 40.13 |
| *Brunswick Street.* | | |
| C. J. Miller | 55 | 38.40 |
| K. Mackintosh | 39 | 24.60 |
| E. F. Richardson | 37 | 25.00 |
| J. R. McArthur | 46 | 32.92 |
| A. Logan | 41 | 29.74 |
| M. E. Hamilton | 49 | 35.76 |
| C. M. Gossip | 59 | 39.65 |
| A. Putnam | 57 | 42.96 |
| H. McGregor | 54 | 37.16 |
| J. A. McCurdy | 89 | 56.00 |

| Name of Teacher. | No. of Pupils Registered. | Av. Daily Attendance. |
|---|---|---|
| *Coburg Road.* | | |
| Z. E. Noble | 54 | 41.00 |
| *Dutch Village.* | | |
| Sister Caecilia | 48 | 41.00 |
| *Industrial.* | | |
| F J. Davidson | 31 | 28.46 |
| *Lockman Street.* | | |
| M. R. McCurdy | 38 | 20.00 |
| *Maynard Street.* | | |
| J. A. Smith | 48 | 36.10 |
| R. Logan | 56 | 35.00 |
| *Morris Street.* | | |
| D. H. Burbidge | 57 | 43.00 |
| F. A. Rand | 36 | 24.60 |
| M. Waddell | 54 | 40.84 |
| C. A. James | 60 | 46.53 |
| L. Silver | 51 | 39.00 |
| C. Stuart | 55 | 37.20 |
| F. Peters | 48 | 35.00 |
| J. Cunningham | 42 | 28.50 |
| E. Adams | 47 | 35.81 |
| B. Strattan | 52 | 39.11 |
| A. Mutch | 64 | 42.20 |
| *National.* | | |
| F. Andrews | 40 | 28.84 |
| A J. Mitchell | 37 | 24.50 |
| K. Caldwell | 58 | 41.90 |
| A. M. Alexander | 64 | 52.00 |
| *Poor Asylum.* | | |
| L. B. Shaffer | 36 | 14.00 |
| *Richmond.* | | |
| W. T. Kennedy | 44 | 31.88 |
| M. A. Wyllie | 47 | 31.30 |
| E. M. Murray | 56 | 41.00 |
| I. Hamilton | 76 | 46.70 |

| f Teacher. | No. of Pupils Registered. | Av. Daily Attendance. |
|---|---|---|
| *Russell Street.* | | |
| Walsh | 59 | 35.00 |
| T. O'Donoghue | 96 | 65.00 |
| Agatha | 50 | 40.00 |
| Helena | 110 | 90.00 |
| *Summer Street.* | | |
| ne B. E. Hibbitts | 35 | 24.00 |
| O'Toole | 43 | 33.00 |
| Hartigan | 57 | 48.68 |
| ne C. E. Jennison | 60 | 43.34 |
| *St. Mary's.* | | |
| Burke | 48 | 31.30 |
| Vereker | 53 | 40.39 |
| nohoe | 46 | 30.00 |
| rner | 28 | 20.20 |
| alsh | 40 | 34.00 |
| Margaret | 82 | 55.00 |
| Bernard | 37 | 31.00 |
| Pius | 40 | 35.00 |
| Martina | 41 | 36.00 |
| Angela | 46 | 38.00 |
| de Chantal | 49 | 39.00 |
| Ludovica | 81 | 71.00 |
| *St. Patrick's.* | | |
| Iearn | 52 | 38.05 |
| Griffin | 64 | 46.28 |
| A. Doyle | 58 | 34.10 |
| rrey | 52 | 38.41 |
| leman | 56 | 38.00 |
| llivan | 52 | 36.00 |
| rten | 80 | 44.00 |
| iinane | 50 | 38.00 |
| Xavier | 37 | 26.80 |
| Ambrose | 40 | 36.00 |
| Regis | 44 | 31.50 |
| Affleck | 49 | 33.00 |
| Donovan | 45 | 34.00 |
| Perpetua | 46 | 36.00 |
| Cleophas | 43 | 34.00 |
| Theresa | 48 | 36.80 |
| Felix | 110 | 90.00 |

SCHOOL. TEACHER.

| Date of Visit and Nature of Weather. | Attendance and Standing of Pupils. | Reading and Elocution. Book. | Reading and Elocution. Book. | Reading and Elocution. Book. | Reading and Elocution. Recitation. | Spelling. Oral. | Spelling. Written. | Geography. Oral. | Geography. Text-Book. N. Scotia. | Geography. Text-Book. General. | Drawing. Model Cards. | Drawing. Sketch Book. | Writing. First Lessons. | Writing. Half-Text. | Writing. Fine Hand. | Arithmetic. Ball Frame—Objects. | Arithmetic. Mental. | Arithmetic. Slate. | Grammar & Analysis. Oral (on Reading Lessons.) | Grammar & Analysis. Text-Book. | History. British Am'ica. | History. British. | | Book-keeping. | Algebra. | Geometry. | Navigation. | Natural Philosophy. | Singing. | French. | German. | Latin. | Greek. | Mode of Teaching. | Progress of Pupils. | Order and Discipline. | Cleanliness & Gl. Neatn's. | Physical Exercise | Keeping of Register. | Pupils Registered. | Pupils Present. | Average of Visits. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nov. 20..... | Present in | 30 | .. | .. | .... | .... | 30 | .. | 30 | .... | .... | .... | .. | 30 | .. | .... | 30 | 30 | .... | 30 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 50 | 30 | ..... | ..... |
| | Excellence | 5 | .. | .. | .... | .... | 5 | .. | 4 | .... | .... | .... | .. | 3 | .. | .... | 7 | 6 | .... | 3 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 4 | .. | 4 | 5 | .. | 4 | .. | .. | 4 6-11 | ..... |
| Feb. 10..... | Present in | 35 | .. | .. | .... | 35 | .... | .. | 35 | .... | .... | .... | .. | .. | 35 | .... | .... | 35 | .... | 35 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 40 | 35 | ..... | ..... |
| | Excellence | 5 | .. | .. | .... | 5 | .... | .. | 4 | .... | .... | .... | .. | .. | 3 | .... | .... | 6 | .... | 3 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 4 | .. | 4 | 5 | .. | 4 | .. | .. | 4 1-5 | ..... |

This Teacher is not entitled to any increase of salary. General average,—4 44-110

SCHOOL. TEACHER.

| Date of Visit and Nature of Weather. | Attendance and Standing of Pupils. | Reading and Elocution. Book. | Reading and Elocution. Book. | Reading and Elocution. Book. | Reading and Elocution. Recitation. | Spelling. Oral. | Spelling. Written. | Geography. Oral. | Geography. Text-Book. N. Scotia. | Geography. Text-Book. General. | Drawing. Model Cards. | Drawing. Sketch Book. | Writing. First Lessons. | Writing. Half-Text. | Writing. Fine Hand. | Arithmetic. Ball Frame—Objects. | Arithmetic. Mental. | Arithmetic. Slate. | Grammar & Analysis. Oral (on Reading Lessons.) | Grammar & Analysis. Text-Book. | History. British Am'ica. | History. British. | | Book-keeping. | Algebra. | Geometry. | Navigation. | Natural Philosophy. | Singing. | French. | German. | Latin. | Greek. | Mode of Teaching. | Progress of Pupils. | Order and Discipline. | Cleanliness & Gl. Neatn's. | Physical Exercise | Keeping of Register. | Pupils Registered. | Pupils Present. | Average of Visits. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jan. 20..... | Present in | 40 | .. | .. | .... | .... | 40 | .. | 40 | .... | .... | .... | .. | .. | 40 | .... | 40 | 40 | .... | 40 | 40 | 40 | .. | .. | 30 | 30 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | ..... | ..... |
| | Excellence | 7 | .. | .. | .... | .... | 7 | .. | 7 | .... | .... | .... | .. | .. | 6 | .... | 7 | 7 | .... | 8 | 7 | 7 | .. | .. | 7 | 7 | .. | .. | .. | .. | .. | .. | .. | .. | 8 | .. | 8 | 7 | .. | 8 | .. | .. | 7 1-5 | ..... |
| April 10..... | Present in | 40 | .. | .. | .... | .... | 40 | .. | 40 | .... | .... | .... | .. | .. | 40 | .... | 40 | 40 | .... | .... | 40 | 30 | .. | .. | 30 | 30 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | ..... | ..... |
| | Excellence | 7 | .. | .. | .... | .... | 8 | .. | 7 | .... | .... | .... | .. | .. | 7 | .... | 7 | 7 | .... | .... | 8 | 8 | .. | .. | 7 | 7 | .. | .. | .. | .. | .. | .. | .. | .. | 8 | .. | 8 | 7 | .. | 8 | .. | .. | 7 3-7 | ..... |

This Teacher is entitled to an increase of salary. General average,— 7 11-25

Should the general average fall below 3, the Teacher's services are dispensed with.

Teachers will notice from the above figures of inspection that the Registers should always be in the class-room, ready for inspection by Commissioners and Supervisor, and *not at home;* also, that the Register opened at the beginning of the year must be the one returned to the office of the Board, and not a new one procured and copied in at the end of the year, for the purpose of concealing defects. Example No. 1 will notice also that the state of his Register, and his failure to maintain proper order and discipline, considerably reduced his general average.

## FREEHAND DRAWING.

Classes for the instruction of our Teachers in this branch are held every week in the High School building. For the sake of greater convenience the city is divided into two main sections: the Teachers of the north and center meeting on one day, those of the south with the Darthmouth Teachers on the other. These classes are so arranged that each meets every week, but on alternate Fridays and Saturdays. Classes have been also formed at St. Mary's for the accommodation of the Sisters, and at the Summer street School for the convenience of those Teachers from the Convent who are employed by the Board.

It is to be remarked here that the extra classes at St. Mary's and at Summer street cost the Board nothing; the additional cost of instruction being met by those for whose benefit these classes were formed.

The attendance at the classes meeting in the High School building has not been satisfactory. The absence of any resolution by the Board at the opening of the School on the 3rd, of September last, making attendance (if not compulsory) at least urgently requested, has been the cause, in my opinion, of much carelessness on the part of those who were to be especially benefited by the gratuitous instruction offered.

Some there are who do not appear to appreciate the efforts made by the Commissioners in their behalf; and one has even treated the advantages offered in this respect with marked indifference. Of those however who have attended regularly, and who manifest much interest in the instruction given, Miss Smith reports very favorably as to the progress made; and as a sequence of this, instruction in freehand drawing is now given in many of the departments, whilst in others no attempt has yet been made to introduce the subject.

## NEW COURSE OF STUDY.

The new Course of Study issued by the Council of Public Instruction under the direction of the Superintendent of Edudcation is now in the hands of the Teachers. The Course is being gradually acted upon, but it will be in full and successful operation only when the Board shall have provided its teachers with the material therein referred to, as necessary for the successful teaching of the new subjects to be introduced. I recommend that the subject of the supply of certain text books be referred to the Committee on Teachers.

## RENEWAL OF LICENSES.

It gives me much pleasure to inform the Board that Sisters Bernard and Xavier, the two Vice-Principals now in charge of the Girls' Departments of St. Mary's and St. Patrick's Schools, voluntarily presented themselves for re-examination at the Provincial Examination for degree, held in July last, and that both were successful in obtaining a renewed license.

Sister Michael, whose subsequent retirement from the City staff we all deeply regret, was also a very successful candidate for renewed honors.

The following is a statement of the lady teachers now employed in our schools, who hold either renewed licenses, or diplomas obtained in 1878 and since, under the recent and more advanced examination tests:

AGRICOLA ST. SCHOOL.—Miss Ida Creighton, Principal, license renewed.
Miss M. Cunningham, license renewed.
Miss L. Bowden .....1881

ALBRO STREET.—Miss F. Theakston .....1882

BRUNSWICK ST.—Miss C. Miller, Principal, license renewed....
Miss K. Mackintosh, Vice-Principal, license renewed.
Miss E. Richardson.....1879
Miss E. M. Curren.....1879

LOCKMAN STREET.—Miss M. McCurdy.....1881

MORRIS STREET.—Miss F. Peters, Vice-Principal.....1878
Miss J. Cunningham.....1880
Miss C. James .....1878
Miss A. Mutch .....1878
NATIONAL.—Miss K. Caldwell.....1882

RICHMOND.—Miss A. Wyllie.....1881
Miss E. M. Murray .....1881
Miss I. Hamilton.....1881

ST. MARY'S.—Sister Bernard, Vice-Principal, license renewed....
Sister Angela.....1881
Sister de Chantal.....1881
Miss Donohue, license renewed.....

ST. PATRICK'S.—Sister Xavier, Vice-Principal, license renwed....
Sister Regis .....1882
Sister Perpetua.....1881
Miss F. Affleck, license renewed.....

SUMMER STREET.—Madame Jennison.....1882

As a similar statement will be published from year to year, it is hoped that the number of "licenses renewed" will soon be largely increased. It is very gratifying to notice also from the above that the lady Pincipals and Vice-Principals of our most important schools now hold licenses taken under the advanced examination questions of the last five years.

## BRUNSWICK STREET SCHOOL.

The continued and unexampled success of the Brunswick Street school under the able management and teaching of Miss Miller as Principal, aided by the thorough and very efficient training of Miss

Mackintosh the Vice-principal is a subject upon which I may warmly congratulate the Board. In proof of this assertion I have only to state that of thirty-two candidates from the senior department of this school for Provincial Licenses at the July examination, *twenty-nine* were successful—a High School *par excellence.*

### Morris Street School.

Miss Peters, Vice-principal and teacher of the senior department for girls in the Morris Street School, although young and of limited experience in school management, has already established a reputation as a very successful teacher. At the recent Provincial examination for licenses, Miss Peters sent up six candidates and *all* were successful—a record this young lady has great reason to be proud of.

### Agricola Street School.

The Agricola Street School for girls, all of whose departments are marked high in my notes of inspection, is particularly fortunate in having for its Principal a grade B teacher of advanced scholarship, and of decided aptitude for imparting instruction to her pupils. Miss Creighton's ability in these particulars, has produced results of a most satisfactory character.

### St. Mary's School.

From this excellent school for girls two candidates presented themselves for grade B; one was eminently successful; the other, though failing to obtain the grade sought, renewed the license previously held. Sister Bernard, the very efficient Vice-principal and teacher of the senior girls' department has reason to be proud of her candidates.

### St. Patrick's School.

St. Patrick's has nine departments of girls, all taught by active, energetic and efficient teachers. Owing no doubt to the retirement of its former Vice-principal and the absence of pupils of the required age, no candidates were sent up this year to the Provincial examination. The senior department however is doing good work, and I feel quite sure that the present Vice-principal will, in due time, prove herself a worthy successor to her whose absence from the teaching staff of the city is much to be regretted.

### Summer Street School.

This school, so admirably presided over by Madame Hibbitts of the "Sacred Heart," is in some respects remarkable. It has only three departments of girls, and yet the senior department, in a few of the subjects of study, is second perhaps to no other in the city. In the study of French the school receives the gratuitous services of one of the teaching staff of the convent.

The parents of the young ladies attending the senior department are under lasting obligations to the excellent lady of the "Sacred Heart" who so kindly volunteers her good services to further the interests of the pupils who attend this public school.

### Russel St., Tower Road, Acadian.

The Russell Street School with only two departments, the Tower Road with two departments, and the Acadian with three departments of girls are doing as well as ought to be expected from the material at hand. These schools must be considered only as subordinate to larger ones and as feeders to them; and the Principals, so called, should not and must not attempt work beyond their reach. The Tower Road should grade to Morris Street, as it does; the Acadian should grade to Brunswick Street, as it does; and the Russell Street with its two departments, should grade to St. Patrick's or some other school doing advanced work.

It will be noticed by the foregoing that I have referred mainly to our lady Principals; the subordinate teachers of the girls' departments with but very few exceptions are also faithful, painstaking and successful. This statement is fully borne out by my notes of inspection and by the satisfactory results exhibited at the annual April examinations.

### The Albro Street School.

If, in addition to my own observation from time to time, additional proof were wanted in testimony of the efficiency of the Albro Street and Morris Street Schools for boys, the high character of the work done by the pupils sent up from these schools to the annual and semi-annual examinations for honors at the High school, would triumphantly furnish the evidence required.

At the examination for honor scholarships in July of this year, twenty candidates presented themselves from the Albro Street School. Of these, twelve were successful, one obtained marks sufficient to entitle him to admission as a paying pupil, and seven failed.

The twelve successful candidates gained the following percentage of marks, as shown in the Head Master's Report:—

In Geometry: 100, 96, 84, 81, 80, 80, 79, 77, 75, 72, 69, 60.
In Arithmetic: 88, 84, 80, 78, 72, 71, 70, 66, 65, 63, 60, 58.
In Algebra: 56, 56, 52, 49, 48, 45, 44, 44, 41, 40, 40, 40.
In Grammar: 80. 74, 71, 70, 69, 58, 55, 53, 50, 49, 40, 40.
In History: 90, 88, 82, 78, 76, 71, 67, 65, 63, 63, 53, 45.
In Geography: 80, 74, 71, 70, 69, 58, 53, 50, 49, 40, 40.

Surely a school that turns out such work as the above ought to stand high in the confidence and the esteem of the Board and the public.

The marks gained in Geometry, that subject which, perhaps above all others, requires much brain power, ought to satisfy the hardest to please.

Some parents there are, I suppose, who expect their boys to get *more than 100 per cent.* in a subject; but reasonable parents are satisfied with much smaller figures.

The failure of the seven proves nothing against the school; it occurred in all cases, I think, in Algebra, showing that these seven boys had not devoted sufficient time to that subject, to attempt the examination; their record in the other branches was good.

### Morris Streeet School

Sent to the same examination fourteen candidates for honor scholarships; twelve of these were successful, one passed as a paying pupil, and one failed.

The percentage of marks gained by the twelve, is as follows :—

In Geometry: 96, 94, 93, 90, 90, 88, 76, 75, 72, 50, 48, 47.
In Arithmetic: 88, 88, 88, 84, 79, 75, 68, 64, 64, 60, 60, 60.
In Algebra: 86, 76, 71, 71, 70, 68, 66, 65. 63, 62, 59, 41.
In Grammar: 89, 82, 75, 72, 69, 66, 64, 62, 60, 57, 56, 47.
In History: 79, 74, 62, 50, 49, 49, 48, 46, 45, 40, 40, 40.
In Geography: 88, 80, 80, 75, 75, 75, 73, 72, 65, 58, 57, 56.

This record speaks for itself. Surely this school merits the confidence of the public.

### National School.

The National School (four departments of boys), sent up 10 candidates for honors. Owing however to some misunderstanding on the part of the Principal of this school, as to the subjects of examination, due preparation had not been made by the candidates, and as a consequence all failed to obtain the standard required for honors.

### Richmond School.

This is a mixed school having boys and girls in each department, about equally divided in numbers. Mr. Kennedy the very active and efficient Principal has sent no pupils to the High School this year, but candidates from his instruction are successful in the more difficult annual examinations for Provincial licences to teach.

### St. Patrick's School.

This school including the Starr Street has seven departments of boys; it sent up to the High School examination for honors in July two candidates. One of these was successful, his record being as follows :—

In Geometery 91; Arithmetic 62; Algebra 38; Grammer 68; History 75; Geography 69. St. Patrick's boys' school was for some time under a cloud, but under the present administration it is rapidly winning the confidence of the north.

## St. Mary's School.

This school has six departments of boys, but it sends up no candidates for honor scholarships in the High School. There is no rivalry between this and the other schools of the city, hence there is less vitality than in those already referred to. The Principal is a gentleman of good scholastic attainments however, and if placed under more favorable circumstances than those that surround him in his present position, he would produce, I am quite sure, more satisfactory results.

In fact, in the matter of public examinations and of annual competition with boys from other schools, the Principals both of St. Mary's and St. Patrick's labor under disadvantages that do not operate against the head masters of the other large schools for boys—disadvantages arising chiefly from the too early withdrawal from the class-room of many who are required to assist their parents in the battle of life, in the support of those who are near and dear to them.

## Russell Street School.

The Russell Street School has two departments of boys, the one primary the other somewhat more advanced.

## Beech Street School.

The Beech Street is doing work of a character similar to that of the Russell Street.

## Maynard Street School.

The Maynard Street School of two departments is under the careful and efficient management of two faithful veterans in the service. These gentleman are doing good work for the Board in a difficult position. Their task is a hard one, yet I have pleasure in reporting their services as most faithfully and conscientiously performed.

## High School Matriculation Examinations.

An examination for Honor Scholarships, and for admission as paying pupils, was held June 30th and July 1st, 1882, under the following Regulations:—

For Candidates for Honor Scholarships, and for paying pupils who do not propose to follow the Classical Course:

1st. History of Nova Scotia and outlines of English History.

2nd. To write in a fair hand and correctly spelled, a short Essay on any simple subject selected by the Examiners.

3rd. The ordinary rules of Arithmetic, Vulgar and Decimal Fractions, Proportion, Extraction of the Square Root, Interest, Discount, Profit and Loss.

4th. English Grammar, including Parsing and Analysis.

5th. A fair knowledge of the Geography of the Dominion, and outlines of General Geography.

6th. Algebra to the end of Fractions.

7th. The first Book of Euclid.

No Candidate shall be entitled to an Honor Scholarship whose general average in all the subjects shall be less than 65 per cent.; or who shall fall below 30 per cent. in any one subject.

No Candidate shall be admitted as an out of course pupil, *i. e.*, one not following the Classical Course, whose general average shall be less than 40 per cent., or who shall fall below 25 per cent.

For paying pupils intending to take the Regular or Classical Course:

1. History of Nova Scotia and outlines of English History to the Battle of "Bosworth Field."
2. Writing from dictation—spelling to be correct, and handwriting fair.
3. A fair knowledge of Elementary English Grammar, including the parsing of easy sentences.
4 The ordinary rules of Arithmetic, Vulgar and Decimal Fractions, Simple Proportion, and Interest.
5. Outlines of General Geography, with a more particular knowledge of that of Nova Scotia.
6. The first 25 propositions of the Frst Book of Euclid.

No Candidate shall be admitted whose general average shall be less than 40 per cent., or who shall fall below 25 per cent. in any one subject.

## Honor Scholars.

The following young gentlemen obtained scholarships, having gained the general average of 65 per cent.:—

| Name. | Age. | School. |
|---|---|---|
| Walter Abbott | 14 | Morris Street. |
| Charles F. Allison | 13 | " |
| Fred T DeWolfe | 13 | " |
| Leslie Fraser | 14 | " |
| Arthur Gorham | 13 | " |
| Charles T. Munro | 13 | " |
| Charles G. Murray | 12 | " |
| William McCulloch | 15 | " |
| William H. Piers | 15 | " |
| Allan W. Smithers | 16 | " |
| Oscar Vossnack | 13 | " |
| William B. Wiswell | 12 | " |
| Lovett Crowell | 14 | Albro Street. |
| Henry Curtis | 14 | " |
| Wallace H. Harrington | 14 | " |
| Walter Irwin | 15 | " |
| William Mahar | 15 | " |
| J. W. McClelland | 16 | " |
| Fred. J. Newlands | 15 | " |
| Donald Ross | 14 | " |
| Alfred E. Smith | 12 | " |
| Stanley Symonds | 12 | " |
| George K. Warner | 14 | " |
| Thomas V. Woolrich | 14 | " |
| William Coleman | 15 | St. Patrick's. |

## Paying Pupils.

The following obtained the requisite number of marks for admission as paying pupils:—

| Name. | Age. | School. |
|---|---|---|
| Alonzo Foster | 14 | Morris Street. |
| Charles B. Bowman | 14 | " |
| Clement B. Burns | 13 | " |
| Hugh Johnstone | 13 | " |
| Colin McIntosh | 11 | " |
| Hugh Blackadar | 13 | " |
| Thomas A. Bowen | 15 | Richmond. |
| William Wood | 12 | National. |
| James F. Dustan | 16 | Prep. Dep. H. School. |
| D. G. Gentles | 14 | " " |
| William H. Gentles | 13 | " " |
| Thomas McKay | 9 | " " |

The following additional regulation affecting candidates for admission was adopted by the Board of Commissioners on the 9th Sept., 1881, and is now in force:—

*Resolved*, That in future examinations for admission to the High School, a percentage not exceeding 3 be added to the general average for excellence in writing.

Supplementary examinations for the admission of paying pupils were held ——— and August 31st, when the following candidates passed:—

| Name. | Age. | School. |
|---|---|---|
| Ralph Dimock | 14 | Morris Street. |
| Charles Abbott | 12 | Prep. Dep. H. School. |
| Frank Salter | 14 | " " |
| Lorenzo Bell | 14 | " " |
| Telfer J. Gossip | 13 | " " |
| George L. Romans | .. | Private tuition. |

Dissatisfaction having been expressed by certain parents having sons in the preparatory department of the High School, on the subject of the non-improvement of their children in their studies, the four teachers of the High School proper determined, with the concurrence of the Board, to assist the worthy and overtasked young gentleman in charge of the class, by sharing with him the labors of his department. Accordingly arrangements have been made and are now in force by which a portion of the class, that is, the advanced pupils, are taught in certain subjects by the teachers of the High School proper, giving to the teacher of the department, the junior pupils in all subjects, and the senior boys in a part of the English subjects only. This arrangement appears to be working well, and, so far as I can ascertain, has removed all dissatisfaction.

e results of the generous rivalry and
ıong the pupils—an emulation evidently
the Head Master and his associate
ıded of the words of Quintilian :—

m laus excitet quem gloria juvet, qui
lus ambitu: hunc mordebit objurgatio:
e desidiam nunquam verebor."

ying feature of the prize presentations was
y those of the boys not on the prize list,
chool-fellows—applause as spontaneous, as
ıs honorable as it is was demonstrative.
missioners, visitors, and of those especially
ıtionists, was, I regret to say, unpardonably
tion,—the distribution of hardly-earned and
exemplification of *palma qui meruit*
ı an occasion of great interest to parents,
the pupils; yet, but few of these were
their presence, the competitors for the
hoped that those who were absent this
, make full atonement for past short-

ggest to the Board that the annual examin-
s an occasion when an invitation to attend,
be extended to all of our teachers, and if
ents of the Public Schools from which the
plied.

Respectfully submitted,

BENJAMIN CURREN,

*Supervisor.*

g, November, 1882.

# ANNUAL REPORT

OF THE

# SUPERINTENDENT OF EDUCATION

ON THE

## COMMON, ACADEMIC, NORMAL AND MODEL

# Schools of Nova Scotia,

FOR THE

## YEAR ENDING 31st OCTOBER, 1883.

HALIFAX, N. S.:
COMMISSIONER OF PUBLIC WORKS AND MINES, QUEEN'S PRINTER.
1884.

EDUCATION OFFICE,

HALIFAX, March, 1884.

SIR,—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my Report on the Common, Academic, Normal and Model Schools of Nova Scotia, for the School Year ended October 31, 1883.

I am, with respect,

Your obedient servant,

DAVID ALLISON,

*Superintendent of Education.*

To the HON. C. E. CHURCH, M. P. P.,

*Provincial Secretary.*

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# PART I.

# GENERAL REPORT, 1883.

# ANNUAL REPORT

ON THE

# COMMON, ACADEMIC

AND

# Normal and Model Schools of Nova Scotia,

# 1883.

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To His Honor Matthew Henry Richey, Esquire,

*Lieutenant-Governor of the Province of Nova Scotia:*

May it Please your Honor,—

I beg to submit for the consideration of your Honor and the Legislature my sixth Annual Report on the Public Schools of Nova Scotia. It affords me pleasure to state that, taken as a whole, the record of the year just closed is a more than usually satisfactory one. In comparison with the statistics of 1881-2, there is reported an increase for each term in the number of schools in operation, of teachers employed, and of pupils in attendance, as well as a still more marked excess in the total registration of the year. The gross sum expended on the erection and improvement of school buildings much exceeds the average amount thus appropriated during recent years, while there has been a small increase in the average salaries of teachers of all grades. I am pleased also to state that the signs alluded to in my last Report of a newly awakened interest in methods and subjects of instruction both continue and multiply.

In the sequel I offer such comments and suggestions as the state of the various interests placed under my supervision seems to invite.

# STATISTICAL ABSTRACT.

## 1.—School Sections.

| | |
|---|---|
| Total number in Province | 1822 |
| " " " 1882 | 1814 |
| Increase | 8 |

| | Winter. | Summer. | Year. |
|---|---|---|---|
| No. of Sections without Schools | 359 | 234 | 107 |
| " " " 1882 | 342 | 246 | 133 |
| Increase | 17 | Decrease 12 | Decrease 26 |

## 2.—No. of Schools, Pupils, Teachers, &c.

| | Winter. | Summer. |
|---|---|---|
| Total No. of Schools in operation | 1844 | 1943 |
| " " " 1882 | 1820 | 1910 |
| Increase | 24 | Increase.. 33 |
| Total No. of Registered Pupils | 79091 | 81863 |
| " " " 1882 | 76888 | 81196 |
| Increase | 2203 | Increase.. 667 |

| | |
|---|---|
| Total No. different Pupils during year | 98307 |
| " " " 1882 | 95912 |
| Increase | 2395 |

| | Winter. | Summer. |
|---|---|---|
| Total No. of Teachers and Licensed Assistants employed | 1911 | 2011 |
| " " " 1882 | 1890 | 1975 |
| Increase | 21 | Increase.. 36 |

## 3.—Proportion of Population at School, &c.

| | Winter. | Summer. |
|---|---|---|
| Proportion of Population at School | 1 in 5.5 | 1 in 5.3 |
| " " " 1882 | 1 in 5.7 | 1 in 5.4 |
| Increase | 1 in 200 | Inc.. 1 in 660 |

| | | | | |
|---|---|---|---|---|
| Proportion of Population at School during year..... | | | | 1 in 4.4 |
| " " " " 1882..... | | | | 1 in 4.5 |
| Increase..... | | | | 1 in 184 |
| No. of Pupils daily present on an average for time in session..... | 45031 | | | 46269 |
| " " " 1882..... | 42504 | | | 44989 |
| Increase..... | 2527 | Increase.. | | 1280 |
| No. of Pupils daily present on full term average..... | 42508 | | | 43165 |
| " " " 1882..... | 39987 | | | 42031 |
| Increase..... | 2521 | Increase.. | | 1134 |
| Percentage Pupils daily present on an average for time Schools were in session | 56.9 | | | 56.5 |
| " " " 1882.. | 55.2 | | | 55.4 |
| Increase..... | 1.7 | Increase.. | | 1.1 |
| Percentage of Pupils daily present on an average for full term..... | 53.7 | | | 52.7 |
| " " " 1882.. | 52. | | | 51.7 |
| Increase..... | 1.7 | Increase.. | | 1. |
| Grand total days' attendance..... | 4898920 | | | 4669091 |
| " " " ....1882.. | 4693479 | | | 4603625 |
| Increase..... | 205441 | Increase.. | | 65466 |

## 4.—Classification of Teachers.

| | Winter. | | Summer. |
|---|---|---|---|
| Academic Grade..... | 25 | | 29 |
| " " 1881..... | 28 | | 28 |
| Decrease..... | 3 | Increase.. | 1 |
| First Class (Grade B) Male Teachers.... | 238 | | 199 |
| " " " 1882 | 246 | | 210 |
| Decrease..... | 8 | Decrease.. | 11 |
| First Class (Grade B) Female Teachers.. | 65 | | 70 |
| " " " 1882 | 67 | | 62 |
| Decrease..... | 2 | Increase.. | 8 |

| | | | |
|---|---|---|---|
| Second Class (Grade C) Male Teachers.. | 217 | | 170 |
| " " " 1882 | 242 | | 196 |
| Decrease..... | 25 | Decrease .. | 26 |
| Second Class (Grade C) Female Teachers | 564 | | 626 |
| " " " 1882 | 548 | | 601 |
| Increase ..... | 16 | Increase.. | 25 |
| Third Class (Grade D) Male Teachers.. | 210 | | 202 |
| " " " 1882 | 202 | | 180 |
| Increase ..... | 8 | Increase.. | 22 |
| Third Class (Grade D) Female Teachers.. | 561 | | 685 |
| " " " 1882 | 517 | | 669 |
| Increase ..... | 44 | Increase.. | 16 |
| Total No. Male Teachers..... | 689 | | 598 |
| " " ..... | 718 | | 612 |
| Decrease ..... | 29 | Decrease .. | 14 |
| Total No. Female Teachers ..... | 1191 | | 1383 |
| " " 1882..... | 1132 | | 1334 |
| Increase ..... | 59 | Increase.. | 49 |

5.—Period of Service of Teachers.

| | | | |
|---|---|---|---|
| No. of Teachers engaged in same section.. | 953 | | 1136 |
| " " " " 1882 | 1003 | | 1088 |
| Decrease..... | 50 | Increase.. | 48 |
| No. of Teachers removed to another section | 664 | | 630 |
| " " " " 1882 | 605 | | 618 |
| Increase ..... | 59 | Increase.. | 12 |
| No. of new Teachers..... | 263 | | 215 |
| " " 1882..... | 242 | | 240 |
| Increase ..... | 21 | Decrease .. | 25 |

7.—Summary of Government Expenditure in Public Schools.

| | Winter Term. | | Summer Term. |
|---|---|---|---|
| Common Schools ..... | $74108 02 | | $75653 48 |
| " " 1882..... | 74026 35 | | 75031 87 |
| Increase ..... | $81 67 | Increase | $621 61 |

| | |
|---|---|
| County Academies | $9000 00 |
| " " 1882 | 7450 00 |
| Increase | $1550 00 |
| Government Expenditure assignable to Counties | $158761 50 |
| " " " " 1882 | 156508 22 |
| Increase | $2253 28 |
| Inspection of Schools | $11450 00 |
| " " 1882 | 11600 00 |
| Decrease | $150 00 |
| Examination of Teachers | $535 95 |
| " " 1882 | 581 69 |
| Decrease | $45 74 |
| Miscellaneous | $5324 67 |
| " 1882 | 5187 27 |
| Increase | $137 40 |
| Government Expenditure not assignable to Counties | $17311 12 |
| " " " " 1882 | 17368 96 |
| Decrease | $57 84 |
| Total Government Expenditure in aid of Public Schools | $176072 62 |
| " " " " " 1882 | 173877 18 |
| Increase | $2195 44 |
| Total Government Expenditure for Education | $186087 62 |
| " " " " 1882 | 184627 44 |
| Increase | $1460 18 |

7.—TOTAL EXPENDITURE FOR THE SUPPORT OF PUBLIC SCHOOLS.

| | | |
|---|---|---|
| Government Expenditure | | $176072 62 |
| Local Expenditure—County Fund | $120340 12 | |
| Assessment on Sections for support of Schools | 273584 50 | |
| Assessment on Sections for Building and Repairs | 42892 55 | |
| | | 436817 17 |
| Total Expenditure for Public Schools | | $612889 79 |
| " " " " 1882 | | 571389 64 |
| | | $41500 15 |

Of the 698 female teachers of the First and Second Classes, (Grades B and C,) employed during the summer term, 219 have been in service for upwards of *seven* years; 117 for upwards of *five* years; and 148 for upwards of *three* years. Altogether, of the 698 female teachers of these grades, 484 have been in the service for more than three years.

In relation to sex, the teachers in the public schools (an average being struck between the two terms of the school year) are classed as follows:—Male, 644; female, 1287. As compared with last year, male teachers have decreased by the number of 21, while those of the other sex have increased by the number of 54. The constant increase in the ratio of female teachers to males is in part to be accounted for by the fact that the former in much larger numbers seek the advantages of professional training.

The average salary throughut the Province for male teachers of the First Class was $408.70, as compared with $388.58 in 1882. For teachers of this class the three highest averages were paid in Halifax City, $669; Yarmouth, $512; and Halifax County, $468. In addition, the following were above the average:—King's, $436.90; Hants, $428.56; Colchester, $417.50; Pictou, $416 66; Digby, $415.50; Cape Breton, $411.75; Cumberland, $410.

The general average for female teachers of the First Class was $298.24, as compared with $288.59 in 1882. The highest averages were, Cape Breton, $430; Hants, $380: Halifax City. $375. The Provincial average was exceeded in Yarmouth, $336; Guysborough, $335; Halifax County, $330; Lunenburg, $313; and Cumberland, $312.

The Provincial average for male teachers of the Second Class was $279.06, as compared with $272.24 in 1882. The highest averages were, Halfax City, $450; Yarmouth, $320; King's, $316. For female teachers of the Second Class the average was $230.52, as compared with $225.55 in 1882. The highest average were Halifax City, $330; Yarmouth, $278.84; Halifax County and Hants, $251.

The Provincial average for male teachers of the Third Class was $206.07, as compared with $198.96 in 1882. The highest averages were Halifax City, $414; Yarmouth, $290; Digby, $241. The Provincial average for female teachers of the Third Class was $159.10, as compared with $150.17 in 1882. The highest averages were Halifax City, $270; Yarmouth, $192.64; Shelburne, $172.47.

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## EXAMINATION FOR TEACHERS' LICENSES.

Table IX. contains the detailed statistics of the last annual examination for teachers' licenses. The following is a summary:—

Total number of candidates examined in 1883, 1027; 1882, 834; increase, 193. Number for Academic Class, (grade A,) 1883, 9; 1882, 9; number successful, 1883, 6; 1882, 6. Number for First Class Licenses, (grade B,) 1883, 114; 1882, 107; increase, 7; number successful, 1883, 60; 1882, 51; increase 9. Number for Second Class

licenses, 1883, 510; 1882, 402; increase, 108; number successful, 1882, 175; 1883, 192; increase, 17. Number applying for Third Class licenses (grade D,) 1883, 393; 1882, 316; increase 77; number successful, 1883, 164; 1882, 120; increase, 44. Of the whole number of applicants for license, 422 received the grade applied for, as compared with 355 in 1882; increase, 67; 624 received licenses of some grade, as compared with 528 in 1882; increase, 96; while 403 failed in obtaining licenses of any kind, as compared with 306 in 1882; increase, 97. Of the candidates obtaining licenses, 69 received the same grade as held before, an increase of 10, while both years show 7 as sinking to a lower grade than that previously held. The number of teachers already licensed, but advancing to a higher grade, was 154, an increase of 2; the number of *new* applicants obtaining licenses was 394, an increase of 84. It will be seen that nearly 50 per cent. of the entire number of candidates either failed entirely or simply maintained the grades previously held.

---

## EXPENDITURE.—(See Tables XII, XIII, XIV.)

### PROVINCIAL.

The total Government expenditure for Education for the year was $186,087.12, as compared with $184,627.18 for 1882, an increase of $1459.94.

The chief increases are in the items of Common School grants to teachers and grants to County Academies,—the former amounting to $703.28, the latter to $1550. It will be seen that the expenditures for other branches of the Educational service show in the aggregate a *decrease* of $793.34.

Under the established principles of distribution the sum of the grants paid directly to teachers may be expected to vary from year to year, the elements on which the variation depends being *the number of teachers employed, the grades of license held by such teachers*, and *the relative time schools are open.*

The following are the aggregates of these grants for the past seven years:—

| | |
|---|---|
| 1877 | $147,574 14 |
| 1878 | 150,455 97 |
| 1879 | 151,655 39 |
| 1880 | 143,493 92 |
| 1881 | 148,173 50 |
| 1882 | 149,058 22 |
| 1883 | 149,761 50 |

A detailed statement of the distribution of the grants for the winter term of 1882–3 was published, as the law directs, in the *Journal of Education* for October last. A similar statement for the summer term is awaiting publication in the forthcoming issue of that periodical in April.

During the year several institutions have been qualified to receive County Academy grants for both terms which in 1881–2 drew the grant for but a single term, while the Academies of Arichat and Yarmouth do not appear at all in the lists of that year, the former not having complied with the required conditions, the latter then ranking as a Special Academy. This statement explains the increase of $1550 as above reported.

## COUNTY.

The provisions of the law for the levying and apportionment of the County Fund are as follows:

"The Clerk of the Peace in each county, except as hereinafter provided in relation to the City of Halifax, shall add to the sum annually voted for general county purposes, at the general sessions, a sum sufficient, after deducting costs of collection and probable loss, to yield an amount equal to thirty cents for every inhabitant of the county, according to the last census preceding the issue of the county rate-roll; and the sum so added shall form and be a portion of the county rates. One-half the sum thus raised shall be paid semi-annually by the County Treasurer upon the order of the Superintendent of Education.

"One-half of the amount provided to be raised annually, as aforesaid, shall, at the close of each half-year, be apportioned to the Trustees of Schools conducted in accordance with this Chapter, to be applied to the payment of teachers' salaries; and each school shall be entitled to participate therein, at the rate of twelve and a half dollars per term for each licensed teacher employed, and the balance of the county fund shall be distributed among the schools according to the average number of pupils in attendance and the length of time in operation, but shall receive no allowance for being in session more than the prescribed number of days in any one half-year."

The gross annual amount of the County Fund for the entire Province is now $121,341. Under the above provisions, as modified by the Act in relation to the Education of the Blind, the County Fund for 1882–3 was apportioned as follows:—

| | |
|---|---|
| Paid to Trustees in proportion to the average number of pupils and length of time schools were in operation | $ 76794 22 |
| Paid to Trustees in respect to teachers employed..... | 43645 90 |
| Paid Halifax Institution for the Blind..... | 900 00 |
| | $121340 12 |

## SECTIONAL.

The total sectional assessments for the direct support of schools, as reported, amount to $273,584.50, an increase of $18,924.99. The sum levied throughout the Province for building and repair of school houses is $42,892.55, an increase of $6,988.30. As, in spite of strong efforts put forth to secure full returns, many sections fail to report the required items of sectional assessment, the above figures are somewhat below the actual sums levied for the purposes specified.

## THE PROVINCIAL NORMAL SCHOOL.

The report of the Principal, with connected statistical details, is contained in appendix A. Personal observation (at frequent intervals) of the daily life and work of this important institution enables me to refer with confidence to the efficient manner in which the varied and onerous duties of the Faculty continue to be performed. The demand for professionally trained teachers is rapidly increasing, and that of the current term was by no means met by the relatively large number of Normal School graduates licensed last summer.

In my last Report, I discussed at considerable length the propriety of requiring certificates of professional qualification as an essential condition in granting teachers' licenses. I adhere to the substance of the recommendations then made. It seems inconsistent with a national system of Education to make the issue of licenses to teach dependent on standards which leave *untested* the very elements of qualification on which the question of efficiency or inefficiency, of success or failure, essentially depends.

At the same time, I am prepared to believe that a sudden suspension of the existing method of granting licenses on mere examination would cause serious inconvenience in some parts of the Province by reducing the number of available teachers below the legitimate requirements of the schools It would also force upon the Normal School an amount of ordinary teaching work for which its present staff and facilities, even with reasonable enlargement, would be inadequate. On the whole it appears necessary that so radical a change should be preceded by such a reconstruction of our Academic system as would prepare the advanced schools for assuming the *entire* duty of providing *general* instruction for the future teachers of the Province.

For the present, therefore, I content myself with briefly indicating the readjustments which it should be our aim to secure, not more rapidly than is safe, but not more slowly than strict necessity requires:

1. The Normal School should be made distinctively *a training school for teachers.* Under existing necessities, general and professional education are carried on simultaneously. While this plan secures for the students in attendance general instruction of a very superior order, it imposes undue burdens on the Faculty, confines within too narrow limits the opportunities for professional study and practice, and tends to obscure in the minds of the students the vital distinction between the *scholar* and the *teacher.* If we could assume that adequate facilities exist in the schools and academies for imparting the general scholarship needed by teachers, the work of the Normal School would be advantageously limited to the sphere of purely professional culture, with perhaps provision for supplementing previous insufficient training in certain special branches such as Drawing, Elocution and Science. In the required investigation and application of the proper methods of *teaching* the ordinary branches,

these would of necessity be reviewed, and an opportunity given for obtaining that complete mastery of their principles which is essential to real efficiency in a teacher.

2. The Provincial examination for *teachers' licenses* should be converted into a Provincial examination for *certificates of scholarship*. These certificates, according to grades, should accredit those who obtain them in respect to the *non-professional requirements* for teachers' licenses, and would, of course, constitute the basis of admission to the Normal School.

I may add that as long as circumstances require the present relations of the Normal School to other schools and to the general teaching service of the Province to be maintained, it is eminently just that equal encouragement should be given to all classes of teachers to enjoy the benefit of its training. It does not belong to this Report to record the operations of the Preparatory Department for Third Class Teachers organized at the beginning of the present Annual Session. The experiment has had a very hopeful beginning, and, if it shall receive due encouragement, will transform the character of the instruction imparted in many of the smaller schools. The following are the Regulations under which the Department has been established:

REGULATION REGARDING PREPARATORY DEPARTMENT FOR THIRD CLASS TEACHERS (GRADE D.) IN PROVINCIAL NORMAL SCHOOL.

1. The Term for this department will begin at the opening of the regular session of the Normal School, on the first Wednesday of November, and will close on or about the 22nd of April.

No applicants will be received after the second Wednesday of November.

2. Applicants will be admitted to this department on the following conditions:—

*a.* Those who on examination shall, in the judgment of the Faculty, show such qualifications as to give reasonable assurance of completing the course satisfactorily within the prescribed term of six months.

☞ The principal subjects of examination will be Reading, Spelling, English Grammar, and Arithmetic.

*b.* Applicants who have failed at a previous examination for license, but have made an average of 40 or upwards on all subjects of the Grade *D* Syllabus, or of 40 without including School Management and Teaching, or who have made an average of 40 in Arithmetic and Grammar taken together, shall, on presenting to the Principal the "Summary of Marks" received from the Education Office, be admitted without examination.

*c.* Also all applicants who present a certificate of qualification from any Inspector of Schools in the Province of Nova Scotia shall be admitted without examination.

All applicants shall be required to present a certificate of moral character from a clergyman. They shall also sign the usual declaration that it is their intention to teach for at least three years in the Province of Nova Scotia.

3. The course of study for this department will embrace the subjects prescribed by the Council of Public Instruction for Grade *D* License. In addition to instruction in Method and School Management, students will receive regular training in the Art of Teaching.

4. Students who show reasonable proficiency in the theory and practice of teaching, shall at the end of the term receive a certificate of professional standing, and this certificate shall be valid as a Third Class, or Grade *D*, License for the six months succeeding the date of its issue, so that persons holding it can at once enter upon engagements to teach for the summer term, and shall have and enjoy for that term, irrespective of the result of the Examination for License, all the privileges accorded to Third Class Teachers.

5. A special examination for license for students of this department only will be held at the close of the term in April.

Persons who fail at this examination will be allowed to compete again at the regular examination for license in July.

Candidates who have received the Normal School Certificate of professional classification shall be entitled to exemption from examination in the subjects of School Management and Teaching.

6. The usual travelling expenses of five cents per mile, each way, allowed to Normal School students, will be paid to the students of this department who succeed in taking the Normal School Certificate of professional classification.

7. Persons intending to apply for admission to this department are requested to send notice of the same to the Principal, at least two weeks before the beginning of the term.

## SPECIAL ACADEMIES, COUNTY ACADEMIES.

### Suggestions as to Intermediate Education.

Tables XVI and XVII contain the returns of County and Special Academies. The latter designation embraces three institutions which do not sustain a co-ordinate relation, but are simply grouped together for the sake of convenience. Of these the Pictou Academy alone is integrally connected with the Public School system. This justly celebrated school has a Faculty composed of three regular professors and a special teacher of Drawing, a noble academic edifice, facilities for scientific instruction which some of our colleges might envy, and an attendance in which almost every county of Nova Scotia is represented. The Halifax High School, though a public institution, is operated under a special statute. The Institution for the Deaf and Dumb receives its legislative grant through the Department of Education, but as yet has no connection with the general educational system of the Province.

County Academies were in operation during the year in all the counties not having Special Academies within their limits. The High School Department of the Model Schools at Truro is conducted as a County Academy for the County of Colchester. The Academic Department of St. Francis Xavier College, in which a very excellent class of work is done, continues to sustain, by arrangement with the Public School Trustees, a similar relation to the County of Antigonish.

The following is an abridgment of Tables XVI and XVII:—

| | Whole No. of Departments in School of Section. | Total No. of Pupils. | Average No. of Pupils daily present—Winter Term. | Average No. of Pupils daily present—Summer Term. | No. belonging to Section, Town, or Municipality. | No. from County outside of Section. | No. from Province outside of County. |
|---|---|---|---|---|---|---|---|
| Pictou (Special) | ..... | 194 | 101 | 101 | 99 | 52 | 43 |
| Halifax High School (Special) | ..... | 129 | 81 | 81 | 129 | ..... | ..... |
| Truro Model Schools | 12 | 51 | 25 | 16 | 38 | 13 | ..... |
| Annapolis | 5 | 52 | 31 | 23 | 42 | 9 | 1 |
| Antigonish | 10 | 50 | 38 | 20 | 4 | 15 | 31 |
| Cape Breton | 6 | 75 | 43 | 31 | 49 | 21 | 5 |
| Cumberland | 7 | 39 | 21 | 16 | 21 | 15 | 3 |
| Digby | 5 | 49 | 30 | 19 | 43 | 6 | ..... |
| Guysborough | 3 | 45 | 19 | 9 | 38 | 6 | 1 |
| Hants | 8 | 60 | 20 | 22 | 41 | 1 | ..... |
| Inverness | 3 | 41 | 22 | 23 | 35 | 3 | 3 |
| Kings | 4 | 78 | 37 | 44 | 54 | 21 | 3 |
| Lunenburg | 7 | 38 | 22 | 21 | 27 | 11 | ..... |
| Queens | 7 | 53 | 31 | 20 | 37 | 14 | 2 |
| Richmond | 3 | 24 | 13 | 5 | 24 | ..... | ..... |
| Shelburne | 5 | 33 | 18 | 16 | 26 | 6 | 1 |
| Victoria | 4 | 31 | 13 | 12 | 17 | 12 | 2 |
| Yarmouth | 7 | 88 | 51 | 38 | 57 | 27 | 4 |
| Total, 1883 | ..... | 1130 | 616 | 517 | 781 | 232 | 99 |
| " 1882 | ..... | 1038 | 547 | 547 | 666 | 153 | 91 |
| Increase | ..... | 92 | 69 | ..... | 115 | 79 | 8 |
| Decrease | ..... | ..... | ..... | 30 | ..... | ..... | ..... |

In my last Report, I submitted the following outlines of a plan for reconstructing our system of Academic Education. (The suggestions as to *amount* of grants are omitted):—

I. Let a special legislative grant be provided for all teachers of the Academic class (Grade A) employed in sections (other than those maintaining a Provincial Academy), which have a system of regularly graded Public Schools of at least *three* departments; subject to the following conditions:

(1.) That this grant be paid only to teachers employed for at least one year continuously in the section.

(2.) That the teacher claiming this grant be in charge of the advanced department of the school.

(3.) That on an annual inspection and examination of the department by the Inspector in whose district it is situated, a required percentage of the registered pupils show a satisfactory knowledge of the subjects embraced in the first year of a prescribed course of High School studies.

(4.) That proper conditions for prosecuting advanced studies are provided by trustees.

II. Let provision be made for a class of institutions to be known as PROVINCIAL ACADEMIES, the privilege of establishing which shall be open indiscriminately to the school sections of the Province, due security being taken *that such establishment shall always involve a large amount of local effort, and be justified by existing educational circumstance.* I would suggest the

following conditions as necessary to guarantee *High Schools* of a *bona fide* character :—

(1.) The employment of at least *two* qualified professors or teachers exclusively engaged in Academic Instruction.

(2.) The certified attendance of a *minimum* number of pupils duly qualified according to a prescribed course of study. It should be the duty of the Superintendent of Education to hold an annual inspection and examination of these Academies, and *the passing of a required percentage of the pupils should be essential to participation in Provincial funds.*

(3.) Such an outfit of class room accommodation and scientific apparatus, as, in connection with a superior teaching staff, will adequately prepare pupils not only for college and entrance upon the professions, but as educated persons, for intelligent devotion to the varied interests which make up the common life of the people of Nova Scotia.

The general outlines of this plan having been established by legislation, the working out of subordinate details should be left to the Council of Public Instruction. That only communities *able and willing to carry it into successful execution, should engage in the attempt to found such institutions,* is a point which should be guarded with the greatest care.

The possible objection that the proposed system involves no recognition of the advanced instruction that may be given in ordinary miscellaneous schools, was met as follows :—

(1.) To take effective cognizance of work so scattered and fragmentary involves serious difficulties, if a really fair basis on which to apportion public funds is to be established.

(2.) The sum at disposal is so small, that the principles of minute subdivision and universal diffusion would render it of little account as an educational factor.

(3.) While the importance of conducting miscellaneous schools so as to make provision for advanced instruction, is freely conceded, it is of doubtful expediency, in the interests of the elementary classes, to apply to such instruction a direct pecuniary stimulus.

In re-submitting to the Legislature and country the foregoing suggestions, I am bound to state that in my judgment the time has come for taking decisive steps to secure for the grants to Academic Education, a more equitable and effective method of appropriation than that now in force. Our present system of subsidizing *County* Academies is—

(1.) Directly opposed to the principle which regulates the distribution of our educational funds in general. In respect to these, the amount drawn within the limits of a county depends entirely on *the educational work done,* as measured by the number and grades of the teachers employed ;—

(2.) Grossly partial and unfair as between the *sections* of a county, though having a superficial aspect of impartiality as between the different *counties ;*—

(3.) Wasteful, in bestowing the grant in not a few cases on localities where it is used chiefly to reduce assessment for ordinary school purposes, while withholding it from communities already making

respectable provision for advanced instruction out of their own resources;—

(4.) Ineffective as a means of stimulating local effort in support of Academic Education. Table XVI records the outcome of nearly twenty years' experience, and supplies, I humbly submit, unanswerable reasons why some such change as that recommended should be made without delay.

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## STUDIES OF PUPILS.—(See Table VI.)

The following is a comparative statement of the number of pupils returned under the principal subjects of instruction :—

| | Reading. | Spelling. | Gen. Geography. | Writing. |
|---|---|---|---|---|
| Winter Term, 1883 .. | 76,594 | 72,474 | 29,875 | 66,280 |
| " " 1882 .. | 74,483 | 72,541 | 28,763 | 62,064 |
| Summer Term, 1883.. | 79,185 | 76,292 | 25,894 | 64,256 |
| " " 1882.. | 78,017 | 75,033 | 25,219 | 62,471 |

| | Arithmetic. | Grammar, | Can. History. | B. History. |
|---|---|---|---|---|
| Winter Term, 1883 .. | 69,032 | 34,980 | 11,855 | 14,991 |
| " " 1882 .. | 65,042 | 33,393 | 9,528 | 14,461 |
| Summer Term, 1883.. | 68,802 | 31,870 | 11,186 | 13,518 |
| " " 1882.. | 68,102 | 30,869 | 8,990 | 13,536 |

| | Drawing. | Elements of Nat. Science. | Algebra. | Geometry. | Latin. | Greek. |
|---|---|---|---|---|---|---|
| Winter Term, 1883 .. | 20,601 | 3,317 | 4,824 | 4,103 | 931 | 93 |
| " " 1882 .. | 11,742 | 2,900 | 4,630 | 3,558 | 913 | 137 |
| Summer Term, 1882.. | 27,770 | 2,448 | 4,892 | 3,699 | 799 | 87 |
| " " 1882.. | 17,740 | 2,571 | 4,520 | 3,436 | 877 | 146 |

As compared with the whole number of pupils attending school, the following are the percentages registered as studying each of the above subjects :—

| | Per cent. Winter Term. | Per cent. Summer Term. |
|---|---|---|
| Reading | 96 | 96 |
| Spelling | 91 | 93 |
| General Geography | 37 | 31 |
| Writing | 83 | 78 |
| Arithmetic | 87 | 84 |
| Grammar | 44 | 38 |
| Canadian History | 15 | 13 |
| British History | 18 | 16 |
| Drawing | 26 | 33 |
| Elements of Natural Science | 4 | 3 |
| Algebra | 6 | 6 |
| Geometry | 5 | 4 |
| Latin | 1.1 | .9 |
| Greek | .1 | .1 |

A glance at the foregoing figures will tend to allay the apprehensions, cherished by some, that our schools are being given over to the domination of certain high-sounding "'ologies." To be candid, I have never shared in such fears, believing them, when entertained, to be based on misconceptions. In the first place, to sneer at a useful branch of knowledge, whose principles may be closely related to the health, the life, or the general usefulness of human beings, as an "'ology" does not affect either its intrinsic or its educational value. We have made a beginning of introducing the elements of science into our schools, to say nothing of the *pre-scientific* work done in a goodly number in the shape of simple lessons in color, form, and the more obvious phenomena of nature; but in my judgment we must do more in both directions before we meet the real necessities of the case. Secondly, our "Course of Study for Common Schools" is intended to lay emphasis on the importance of the fundamental branches. No ideal perfection is claimed or its provisions; it is probable that extended experience will suggest as desirable their modification at certain points; but beyond all question the course has the merit of recognizing *all* of the studies accepted as constituting the general basis of human culture and the instruments by which the ultimate results of education are to be secured. These it adjusts in their proper relations, and, at least approximately, assigns to each its just degree of importance. Surely those who criticize it as a means designed to promote a showy veneer of knowledge at the expense of all that is solid and substantial in education, have never studied either its aim or its requirements. As to its practical results, I have examined, as far as other duties would permit, the "Notes of Inspection" furnished to my office by the Inspectors of Schools, with special reference to the effect seemingly produced by the adoption of the Course on work done in the fundamental branches. The "Notes" almost uniformly testify that such work improves in quality when brought under the regulative influence of the provisions of the Course. I subjoin the chief references of the Inspectors of Schools to the working of the Course of Study in their respective Districts:—

"Sometimes children are found reading in the Fifth or Sixth Book, who cannot well manage the Fourth, and who scarcely know the Multiplication Table, and, in answer to my remonstrances, I am often told that the parents have provided the book, and insist upon its use, contrary to the teacher's own judgment. Such cases I now meet by pointing to the Course of Study and saying, 'This is at once your guide and safeguard; the subjects you are bound by law to teach, and the order in which they are to be taken, are clearly laid down, and, if you faithfully follow it, no one, neither parents, nor Trustees, nor Inspector can legally interfere and set aside your authority in the schoo room.'

I most thoroughly endorse the Course of Study, which, if honestly adopted, will accomplish great things in systematizing our school-work, and giving coherency and directness of aim to the instruction imparted. I lay stress on the constantly-recurring charge which requires the pupil to 're-produce the substance of the lessons orally and in writing.' Both as a teacher and Inspector I have always emphasized this point, because I have always realized the value of the 'power of expression,' and have also felt that if our people

are to become fluent speakers and ready writers, the foundation of these acquisitions must be laid in the primary school, and built upon and improved in every successive grade.

Our best teachers appreciate the Course of Study, and are prepared, heartily and in good faith, to carry out its instructions, which often give form and substance to their own best ideas, and a legal warrant for reducing them to practice; some few, if allowed, will quietly ignore it, but the larger number will need explanations and suggestions before they become familiar with its use. Much must depend upon the vigilance of the Inspector, who, with young and inexperienced teachers, must be ready to point out that, so far from it being something formidable, it is calculated to make their work interesting and therefore easy.

H. CONDON,

*District No. 1.*"

"Copies of the Course of Study were supplied to the schools during the winter term, and, where the design was not fully understood, I explained the grades and helped to classify. On my next visit I observed that the graded schools generally had adopted it, and where they had the Manuals were having interesting classes in Drawing and 'Common Things.' In a few of the miscellaneous schools in which these 'aids' were found, there were similar exercises, but the great majority of the teachers had not been supplied, and consequently while attempting to work their classes more or less into the arrangement of the course, were not able to carry on some of its special features.

THOMAS R. PATTILLO,

*District No. 2.*"

"The prescribed Course of Study, it is evident, is destined to greatly improve school work, and, if suitable aids are provided by trustees, cannot fail to promote a superior method of instruction, lay a good foundation for higher studies, and qualify the young for the practical duties of subsequent life.

The giving of oral lessons has not as yet been generally practised. The chief hindrances observable are the want of a familiar acquaintance with the subjects suggested in the course, the absence of prescribed text-books for teachers' use, and the need of objects, pictures and diagrams for illustration. Improvements will doubtless follow as teachers realize that these lessons are to form a regular part of their avocation, and must be so prepared and imparted that pupils may readily understand and benefit by the instructions given. In some instances, notably in the higher schools, the oral lessons evinced marked ability on the part of teachers, and a facility of acquiring on the part of pupils that would do credit to older minds. It pointedly demonstrated the practicability and utility of this method of dispensing knowledge.

A. C. A. DOANE,

*District No. 3.*"

"The 'Course of Study' has been pasted on the Register Covers of every school within this District. In most of the graded schools it is being intelligently and successfully followed. Many of the teachers of the miscellaneous schools complain of inability to adopt its entire provisions. In many cases teachers are modifying existing schemes of study in the direction of the course. Except in a few of the schools, the Lessons on Nature are not yet receiving that attention which their importance demands. Many teachers are not at present

qualified to give these lessons in a satisfactory manner, but could easily prepare themselves to do so fairly well by a little extra study.

L. S. MORSE,

*District No. 4.*

"I am pleased to report that the great body of the schools under my supervision have performed their work regularly, quietly, and with a good degree of efficiency. The introduction of the 'New Course of Study' has had a healthful influence upon those teachers and schools that has made a wise use of it. The results, so far, have been in proportion to the thought the teachers have given the course, and their care in selecting and adopting such parts of it as meet the circumstances of their particular schools. While the course furnishes a plan by which studies may be carried on simultaneously in due proportion, it does not demand that all the studies outlined shall be pursued at the same time in every school. Many of the subjects must be taught orally, and have been found, when introduced at a suitable time, to afford an agreeable variety, without consuming much time. I have no complaints from those who have fairly tried the course. The time spent in preparing a graded course of oral or object lessons has well repaid the teachers, and has been the means of lifting the schools into new life and activity. I regard the advantages to be derived from the use of the course to be quite as great to the teacher as to his school. All the graded and all the good miscellaneous schools in my District have either adopted it or are working in that direction. I do not expect much from the teacher who sees nothing in the course but a little extra labor, and is unwilling to exert himself to prepare for it. The helps at hand are so numerous, and the study so profitable to him who is willing to do it, that I am surprised that all teachers do not undertake it.

C. W. ROSCOE,

*District No. 5.*"

"I regret that I cannot yet report much progress in the adoption of the New Course of Study in this District. A beginning, however, has been made, which, I trust, will lead to better results in the near future.

R. MCDONALD,

*District No. 6.*"

"A year or two ago it was a rare thing to find a school properly classified, but since the Course of Study has been adopted it is just as rare to find a poorly classified school. The results attained in this District by close adherence to the Course are surprising.

W. D. MACKENZIE,

*District No. 10.*'

I may call attention to the gratifying fact that nearly one-third of the pupils in attendance each term received instruction in the important branch of industrial drawing.

## PROVINCIAL EDUCATIONAL ASSOCIATION, TEACHERS' ASSOCIATIONS.

The Fourth Annual Meeting of the Provincial Educational Association was held in Freemason's Hall, Halifax, on the 11th and 12th of July last. The attendance was larger than that of any preceding year. Almost every branch of the public educational service was represented, and members of the Faculties of several of the Provincial Colleges rendered most timely and acceptable aid. It is not too much to say that the proceedings generally were of a character to show the value of the Association as a part of our educational machinery. The papers presented were suggestive, leaving untouched questions of purely speculative interest and dealing with the vital issues of the present hour. Ensuing discussions disclosed much debating talent, and at the same time proved that the teaching profession appreciates our existing educational needs. The Association found itself in a position, after two years of painstaking effort, to place at the disposal of the Provincial authorities a carefully drafted Course of Study for High Schools and High School Departments. At the proper time this will be submitted to the Council of Public Instruction and, in its essential features, will, I trust, soon regulate the advanced work of our schools generally. I am glad to state that assurances have been received from the Faculties of the different Colleges of their willingness to co-operate with the Department of Public Education in providing uniform subjects for matriculation in Classics. Among other subjects attracting the attention of the Association was that of a Superannuation Fund for Teachers. Steps were taken, by the appointment of a committee to gather information, to deal with the matter more fully at the next annual session.

Interesting information respecting the operations of the regularly organized Teachers' Associations in various Inspectoral Districts (Nos. 4, 5, 6, 7, 8 and 10) will be found in the Reports of the Inspectors of Schools. Those organizations are rendering valuable service to the cause of education. They fill a place which it is impossible for the Provincial Association to occupy, and it is to be hoped that each Inspectoral District will soon have an Association in full working order.

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## THE ACT TO ENCOURAGE BETTER ATTENDANCE AT PUBLIC SCHOOLS.

I subjoin all the references to the above Act which are found in the reports of the Inspectors of Schools:

"The Act to secure Better Attendance at the Public Schools was overlooked in several Sections at the Annual Meeting, but where discussed was not generally popular, as few Sections chose to take advantage of its provisions.

THOS. R. PATTILLO,
*District No. 2.*"

"According to the Minutes of the last Annual Meetings, the Act 'To secure Better Attendance at Schools' was made operative in fourteen Sections only. These, however, if the requirements are duly carried out, will serve as a test of the applicability of the Act to the object aimed to be accomplished.

A. C. A. DOANE,
*District No. 3.*"

"It is to be hoped that the 'Act to secure Better Attendance at Public Schools,' already adopted by many Sections, will cause a marked improvement in the future.

L. S. MORSE,
*District No. 4.*"

"The Act to secure Better Attendance at School was adopted at the Annual Meetings in the following Sections: Antigonish Co., viz., McAra's Brook, Lower South River, Glenalpine, and West Lakevale. In St. Mary's District it was adopted in Sherbrooke, Stillwater, Upper Liscomb, Middle Liscomb, and Indian Harbor Lakes. As many Sections fail to send in copies of the Minutes of their Annual Meetings, the Act may have been adopted in Sections not enumerated above.

R. MCDONALD,
*District No. 6.*"

"Only 44 Sections of Cape Breton and 28 of Richmond sent in records of their Annual Meetings as required by law. From these records I find that seven only of the former took any action on the 'Act to secure Better Attendance,' six adopting and one rejecting it; of the latter, three voted for the Act and five against it. Its scope and working are of course but little understood as yet in many places.

M. J. T. MACNEIL,
*District No. 7.*"

"I am not aware that the compulsory Act has been enforced in any Section in either County.

J. Y. GUNN,
*District No. 8.*"

## SUGGESTIONS IN RESPECT TO LEGISLATION.

"I would respectfully recommend that advantage be taken of the general revision of the Provincial Statutes now in progress to recast in a simpler form certain parts of chapter 32, Revised Statutes, 4th series, and its amending Acts, particularly some of the paragraphs which are of a directory character. The local administration of the Act relating to Public Instruction is of necessity chiefly in the hands of men busy with their own affairs, and to whom clear and unmistakable directions are of great importance. It is by no means claimed that the amount of actual litigation which has occurred in connection with the working of our Educational system has been large, in relation to the number of persons affected and the amount of property involved. But the fact that a large proportion of the cases in which the interposition of

the Courts has been invoked, in respect to the alteration and division of Sections, the levying of taxes, the election of Trustees and similar matters, have been due to obscurity in the law, as has been more than once acknowledged by the Courts themselves, justifies the recommendation I have made. Several of the existing provisions were incidental and necessary to the *introduction* of the system of Free Schools, but in the present settled state of affairs involve a good deal of awkwardness and uncertainty in their practical working. Among others, the paragraphs of the law relating to the appointment, or election, of Trustees to fill vacancies, the incapacity and neglect of duty of Trustees, the calling of special school meetings, and the sanction of sites for school houses, might advantageously be re-written, and simpler methods of procedure provided." *(Extract from Report of 1882).*

Among specific subjects of inquiry on the part of the Legislature, I would suggest :—

1. Whether the existing provision which enables the resident of any given School Section to draw into that Section for the purposes of local assessment all the property which he owns within the limits of a County, is a just one. Mature consideration has satisfied me that the general operation of this principle is most unfair. In repeated instances coming under my own notice, it has thrown on the ratepayers of a Section the burden of educating children whose parents derive their livelihood from farms or mills taxed for the benefit of distant schools. This is the natural tendency of the present statutory provision, and to remedy so obvious an injustice, I recommend that *taxation of real estate in the Section in which it is situated, irrespective of owner's residence,* be made the governing principle of the law. The present system operates fairly enough in respect to that description of real estate, of which diked marsh not connected in ownership with other real estate in the Section, may be taken as a type. It would, I assume, be easy to connect with the general principle which I have proposed a special provision for property having a non-resident ownership, when it does not involve the liability of adding to the educational expenses of the Section in which it is situated.

2. Whether a properly guarded provision for expropriating land for school buildings, in cases of absolute necessity, is not required. The absence of such a provision often entails grievous inconvenience and loss on entire communities.

3. Whether the receipt of public funds for the support of a school should not be made contingent on a specified minimum outfit of maps, blackboards, and other necessary instruments of school work. The law at present allows a certain amount of loose authority to the supervisory authorities, but something more definite is required. Without, I believe, a single exception, the Reports of the Inspectors call attention to the palpable injustice of expending large sums of public money on schools, the indifference or niggardliness of whose managers defeats the precise object for which the grants are made. The appropriation of the County Fund affords a convenient method for at least partially counterworking the injustice complained of. I

would respectfully recommend that, subject in all cases to an appeal to the Council of Public Instruction, and under clearly defined conditions and limitations, the Inspectors of Schools be empowered to supply such deficiencies at the expense of the County Fund apportionment.

4. Whether the time (five years) during which money borrowed for the purpose of building school houses shall be repaid, may not be advantageously extended, by a general provision applicable to all Sections having a specified property valuation, to at least twelve years. As the law now stands, many Sections, anxious to erect buildings of proper size and character, are obliged to resort to the inconvenience of applying for special legislation.

5. Whether the Poor Sections should not be allowed to participate in the County Fund apportionment on the special terms accorded to such Sections without regard to the grade of license held by the teacher employed.

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The Reports of the Inspectors of Schools (Appendix B) contain much important information, and some timely and valuable recommendations. While candid criticism is not wanting, the general effect of their perusal will be to beget increased confidence in our system of public instruction as a means of making permanent and universal the blessings of education.

All of which is respectfully submitted,

By Your Honor's obedient servant,

DAVID ALLISON.

# PART II.

# STATISTICAL TABLES.

Public Schools, County Academies, and Special Academies.

## TABLE I.—PRELIMINARY.

| COUNTY. | No. of Sections. | Winter Term ended April 30, 1883 | | | | Summer Term ended Oct. 31, 1883. | | | | | Year ended Oct. 31, 1883. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of Sections having no School this Term. | No. of Schools in Session. | No. of Teachers and Licensed Assistants. | No. of Registered Pupils. | No. of Sections having no School this Term. | No. of Schools in Session. | No. of Teachers and Licensed Assistants. | No. of Registered Pupils. | No. of Pupils registered, *not* on Register of previous Term. | No. of Sections having no School during year. | Total No. of different pupils during year. | Proportion of population (Census 1881) at School during year. |
| Annapolis | 102 | 17 | 97 | 98 | 3885 | 13 | 100 | 101 | 3716 | 936 | 8 | 4821 | 1 in 4.06 |
| Antigonish | 81 | 13 | 76 | 79 | 3269 | 4 | 84 | 91 | 3610 | 775 | 3 | 4044 | 1 " 4.4 |
| Cape Breton | 130 | 29 | 128 | 128 | 5551 | 27 | 131 | 131 | 5958 | 1318 | 14 | 6869 | 1 " 4.5 |
| Colchester | 117 | 22 | 120 | 123 | 5045 | 11 | 130 | 137 | 5445 | 1146 | 7 | 6191 | 1 " 4.3 |
| Cumberland | 138 | 29 | 125 | 127 | 5079 | 9 | 150 | 158 | 5859 | 1254 | 2 | 6333 | 1 " 4.3 |
| Digby | 76 | 17 | 76 | 82 | 3747 | 11 | 81 | 86 | 4041 | 1039 | 8 | 4786 | 1 " 4.2 |
| Guysborough | 91 | 35 | 64 | 67 | 2705 | 25 | 73 | 73 | 2969 | 988 | 18 | 3693 | 1 " 4.8 |
| Halifax | 129 | 27 | 118 | 124 | 5101 | 24 | 122 | 123 | 5746 | 1438 | 7 | 6539 | 1 " 4.8 |
| " City | 1 | ..... | 97 | 97 | 4817 | ..... | 98 | 98 | 5128 | 801 | ..... | 5618 | 1 " 6.4 |
| Hants | 97 | 21 | 95 | 97 | 4476 | 6 | 110 | 113 | 4989 | 1345 | 3 | 5821 | 1 " 4. |
| Inverness | 155 | 17 | 138 | 164 | 5250 | 11 | 144 | 161 | 5361 | 958 | 3 | 6208 | 1 " 4.1 |
| Kings | 106 | 14 | 106 | 112 | 4554 | 12 | 103 | 108 | 4318 | 1263 | 4 | 5817 | 1 " 4. |
| Lunenburg | 137 | 32 | 125 | 126 | 5630 | 14 | 123 | 125 | 5047 | 1385 | 2 | 7015 | 1 " 4. |
| Pictou | 133 | 17 | 151 | 153 | 6423 | 16 | 152 | 155 | 6739 | 1189 | 9 | 7612 | 1 " 4.6 |
| Queens | 42 | 9 | 48 | 50 | 2023 | 3 | 54 | 56 | 2056 | 478 | 1 | 2501 | 1 " 4.2 |
| Richmond | 70 | 22 | 57 | 57 | 2193 | 10 | 69 | 69 | 2719 | 751 | 7 | 2944 | 1 " 5.1 |
| Shelburne | 64 | 15 | 64 | 64 | 2693 | 8 | 68 | 68 | 2797 | 914 | 1 | 3607 | 1 " 4 1 |
| Victoria | 83 | 18 | 65 | 65 | 2115 | 15 | 68 | 71 | 1991 | 416 | 7 | 2531 | 1 " 4 9 |
| Yarmouth | 70 | 5 | 94 | 98 | 4535 | 15 | 83 | 87 | 3974 | 822 | 3 | 5357 | 1 " 3.9 |
| Total 1883 | 1822 | 359 | 1844 | 1911 | 79091 | 234 | 1943 | 2011 | 81863 | 19216 | 107 | 98307 | 1 " 4.4 |
| " 1882 | 1814 | 342 | 1820 | 1890 | 76888 | 246 | 1910 | 1975 | 81196 | 19024 | 133 | 95912 | 1 " 4.5 |
| Increase | 8 | 17 | 24 | 21 | 2203 | ..... | 33 | 36 | 667 | 192 | ..... | 2395 | 1 " 184 |
| Decrease | ..... | ..... | ..... | ..... | ..... | 12 | ..... | ..... | ..... | ..... | 26 | ..... | ..... |

## TABLE II.—PUBLIC SCHOOLS: Teachers Employed.

| COUNTY. | Winter Term. | | | | | | | | | | | Summer Term. | | | | | | | | | | | No. of Licensed Assistants. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male Teachers. | | | | Female Teachers. | | | | Total. | | | Male Teachers. | | | | Female Teachers. | | | | Total. | | | Winter. | | Summer. | |
| Grade | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Males. | Females. | Both. | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Male. | Female. | Both. | M. | F. | M. | F. |
| Annapolis | 2 | 18 | 17 | 7 | ..... | 1 | 33 | 19 | 44 | 53 | 97 | 2 | 16 | 11 | 2 | ..... | ..... | 41 | 28 | 31 | 69 | 100 | ..... | 1 | ..... | 1 |
| Antigonish | ..... | 16 | 13 | 14 | ..... | 2 | 17 | 15 | 43 | 34 | 77 | ..... | 19 | 14 | 14 | ..... | 2 | 17 | 20 | 47 | 39 | 86 | 1 | 1 | 2 | 3 |
| Cape Breton | 2 | 23 | 24 | 40 | ..... | 1 | 19 | 19 | 89 | 39 | 128 | 2 | 21 | 25 | 41 | ..... | 1 | 19 | 22 | 89 | 42 | 131 | ..... | ..... | ..... | ..... |
| Colchester | 1 | 10 | 11 | ..... | ..... | 5 | 63 | 33 | 22 | 101 | 123 | 1 | 9 | 8 | ..... | 1 | 6 | 73 | 39 | 18 | 119 | 137 | ..... | ..... | ..... | ..... |
| Cumberland | 2 | 5 | 5 | 7 | ..... | 4 | 41 | 62 | 19 | 107 | 126 | 2 | 5 | 6 | 4 | ..... | 5 | 57 | 75 | 17 | 137 | 154 | 1 | ..... | ..... | 4 |
| Digby | 1 | 10 | 8 | 14 | ..... | 2 | 8 | 33 | 33 | 43 | 76 | 1 | 9 | 8 | 11 | ..... | 2 | 13 | 37 | 29 | 52 | 81 | ..... | 6 | ..... | 5 |
| Guysborough | 1 | 7 | 5 | 5 | ..... | 2 | 16 | 31 | 18 | 49 | 67 | 1 | 8 | 2 | 3 | ..... | 1 | 16 | 42 | 14 | 59 | 73 | ..... | ..... | ..... | ..... |
| Halifax | ..... | 6 | 11 | 10 | ..... | 8 | 46 | 41 | 27 | 95 | 122 | ..... | 5 | 11 | 5 | ..... | 9 | 44 | 48 | 21 | 101 | 122 | ..... | 2 | ..... | 1 |
| " City | 2 | 12 | 1 | 1 | ..... | 19 | 57 | 5 | 16 | 81 | 97 | 2 | 12 | 1 | 2 | 1 | 18 | 57 | 5 | 17 | 81 | 98 | ..... | ..... | ..... | ..... |
| Hants | ..... | 21 | 7 | 5 | ..... | 2 | 41 | 21 | 33 | 64 | 97 | 1 | 17 | 5 | 4 | ..... | 2 | 48 | 36 | 27 | 86 | 113 | ..... | ..... | ..... | ..... |
| Inverness | 1 | 22 | 34 | 44 | ..... | ..... | 11 | 37 | 101 | 48 | 149 | 1 | 18 | 30 | 47 | ..... | ..... | 15 | 38 | 96 | 53 | 149 | 12 | 3 | 8 | 4 |
| Kings | 1 | 23 | 20 | ..... | ..... | 1 | 36 | 27 | 44 | 64 | 108 | 2 | 11 | 10 | 3 | ..... | 1 | 45 | 35 | 26 | 81 | 107 | ..... | 4 | ..... | 1 |
| Lunenburg | 1 | 6 | 8 | 9 | ..... | 2 | 34 | 66 | 24 | 102 | 126 | 2 | 6 | 4 | 6 | ..... | 4 | 28 | 75 | 18 | 107 | 125 | ..... | ..... | ..... | ..... |
| Pictou | 4 | 20 | 18 | 6 | 1 | 9 | 46 | 49 | 48 | 105 | 153 | 4 | 18 | 16 | 6 | ..... | 10 | 54 | 47 | 44 | 111 | 155 | ..... | ..... | ..... | ..... |
| Queens | 1 | 4 | 1 | 1 | ..... | 1 | 24 | 18 | 7 | 43 | 50 | 1 | 4 | ..... | ..... | ..... | 1 | 22 | 28 | 5 | 51 | 56 | ..... | ..... | ..... | ..... |
| Richmond | 1 | 9 | 12 | 12 | ..... | 1 | 11 | 11 | 34 | 23 | 57 | 1 | 6 | 9 | 21 | ..... | 1 | 11 | 20 | 37 | 32 | 69 | ..... | ..... | ..... | ..... |
| Shelburne | 1 | 7 | 9 | 5 | ..... | 2 | 23 | 17 | 22 | 42 | 64 | 1 | 4 | 2 | 2 | ..... | 2 | 26 | 31 | 9 | 59 | 68 | ..... | ..... | ..... | ..... |
| Victoria | 1 | 4 | 7 | 25 | ..... | ..... | 6 | 22 | 37 | 28 | 65 | 1 | 2 | 4 | 28 | ..... | ..... | 7 | 29 | 35 | 36 | 71 | ..... | ..... | ..... | ..... |
| Yarmouth | 2 | 15 | 6 | 5 | ..... | 3 | 32 | 35 | 28 | 70 | 98 | 2 | 9 | 4 | 3 | ..... | 5 | 33 | 30 | 18 | 68 | 86 | ..... | ..... | ..... | 1 |
| Total, 1883 | 24 | 238 | 217 | 210 | 1 | 65 | 564 | 561 | 689 | 1191 | 1180 | 27 | 199 | 170 | 202 | 2 | 70 | 626 | 685 | 598 | 1383 | 1981 | 14 | 17 | 10 | 20 |
| " 1882 | 28 | 246 | 242 | 202 | ..... | 67 | 548 | 517 | 718 | 1132 | 1850 | 26 | 210 | 196 | 180 | 2 | 62 | 601 | 669 | 612 | 1334 | 1946 | 14 | 26 | 9 | 20 |
| Increase | ..... | 8 | ..... | 8 | 1 | ..... | 16 | 44 | ..... | 59 | 30 | 1 | ..... | ..... | 22 | ..... | 8 | 25 | 16 | ..... | 49 | 35 | ..... | ..... | 1 | ..... |
| Decrease | 4 | ..... | 25 | ..... | ..... | 2 | ..... | ..... | 29 | ..... | ..... | ..... | 11 | 26 | ..... | ..... | ..... | ..... | ..... | 14 | ..... | ..... | ..... | 9 | ..... | ..... |

## TABLE III.—PUBLIC SCHOOLS: PERIOD OF SERVICE, &c., OF TEACHERS.

| COUNTY. | No. of Teachers engaged in the same Section as during the previous Term. | | No. of Teachers removed to a new Section. | | No. of new Teachers. | | No. of Teachers not more than 3 years in the Service. | | PERIOD OF SERVICE OF TEACHERS—SUMMER TERM. Male Teachers, Grades A and B. | | | | | | | Female Teachers, Grades A, B and C. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Winter. | Summer. | Winter. | Summer. | Winter. | Summer. | Winter. | Summer. | No. 1st term employed. | No. 2nd term employed. | No. upw'ds of a year but not more than 2 yrs. in the service. | No. upw'ds of 2 but not more than 3 yrs. in the service. | No. upw'ds of 3 but not more than 5 yrs. in the service. | No. upw'ds of 5 but not more than 7 yrs. in the service. | No. upw'ds of 7 yrs. in the service. | No. 1st term employed in teaching. | No. 2nd term employed in teaching. | No. upw'ds of 1 year but not more than 2 yrs. in the service | No. upw'ds of 2 but not more than 3 yrs. in the service. | No. upw'ds of 3 but not more than 5 yrs. in the service. | No. upw'ds of 5 but not more than 7 yrs. in the service. | No. upw'ds of 7 yrs. in the service. |
| Annapolis | 35 | 54 | 47 | 41 | 15 | 5 | 46 | 39 | ..... | ..... | ..... | 3 | 2 | 3 | 10 | 3 | 2 | 3 | 7 | 9 | 1 | 16 |
| Antigonish | 44 | 55 | 25 | 24 | 8 | 7 | 28 | 30 | ..... | ..... | 2 | 1 | 2 | 2 | 12 | ..... | 1 | 2 | 3 | 5 | 4 | 4 |
| Cape Breton | 89 | 88 | 32 | 29 | 7 | 14 | 56 | 57 | ..... | ..... | 1 | 3 | 3 | 5 | 11 | 1 | ..... | 3 | 3 | 2 | 7 | 4 |
| Colchester | 48 | 64 | 64 | 63 | 11 | 10 | 57 | 68 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 3 | 5 | 16 | 12 | 17 | 11 | 16 |
| Cumberland | 43 | 61 | 61 | 72 | 22 | 21 | 61 | 78 | ..... | ..... | ..... | 2 | 1 | ..... | 4 | 4 | 6 | 8 | 7 | 13 | 10 | 14 |
| Digby | 34 | 49 | 29 | 28 | 13 | 4 | 30 | 31 | ..... | ..... | ..... | 1 | 5 | 1 | 3 | ..... | 3 | 1 | ..... | 2 | 2 | 7 |
| Guysborough | 28 | 38 | 27 | 29 | 12 | 6 | 23 | 25 | ..... | ..... | ..... | ..... | ..... | 4 | 5 | ..... | 1 | 1 | ..... | 8 | 2 | 5 |
| Halifax | 73 | 89 | 35 | 18 | 14 | 15 | 41 | 36 | 2 | ..... | ..... | ..... | 1 | 2 | 2 | 1 | 1 | ..... | 4 | 12 | 17 | 18 |
| " City | 97 | 92 | ..... | ..... | ..... | 6 | 19 | 20 | ..... | ..... | 1 | 1 | ..... | 3 | 8 | 4 | 3 | 2 | 5 | 12 | 9 | 41 |
| Hants | 51 | 61 | 18 | 22 | 28 | 30 | 43 | 43 | ..... | ..... | 1 | 3 | 3 | 4 | 7 | 1 | 2 | 3 | 3 | 17 | 8 | 16 |
| Inverness | 86 | 83 | 53 | 44 | 10 | 22 | 60 | 64 | ..... | 1 | 1 | 2 | 4 | 2 | 9 | ..... | 1 | 2 | 2 | 3 | 2 | 5 |
| Kings | 34 | 47 | 52 | 48 | 22 | 12 | 44 | 50 | ..... | 1 | ..... | 6 | ..... | ..... | 6 | 2 | 5 | 1 | 10 | 10 | 7 | 11 |
| Lunenburg | 50 | 59 | 50 | 54 | 26 | 12 | 57 | 58 | ..... | ..... | ..... | 2 | ..... | 2 | 4 | 3 | 4 | 7 | 4 | 3 | 4 | 7 |
| Pictou | 85 | 99 | 47 | 52 | 21 | 4 | 83 | 74 | ..... | 1 | 2 | 1 | 2 | 6 | 10 | 1 | 6 | 7 | 12 | 12 | 11 | 15 |
| Queens | 20 | 33 | 25 | 22 | 5 | 1 | 23 | 22 | ..... | ..... | ..... | ..... | ..... | 1 | 3 | ..... | ..... | 1 | 1 | 8 | 7 | 6 |
| Richmond | 29 | 33 | 20 | 23 | 8 | 13 | 19 | 35 | ..... | ..... | ..... | ..... | ..... | 2 | 5 | ..... | ..... | 1 | ..... | 2 | 2 | 7 |
| Shelburne | 29 | 39 | 19 | 17 | 16 | 12 | 25 | 33 | ..... | ..... | ..... | ..... | 2 | 1 | 2 | ..... | 4 | 3 | 2 | 6 | 6 | 7 |
| Victoria | 26 | 30 | 25 | 26 | 14 | 15 | 35 | 41 | ..... | ..... | ..... | ..... | 1 | 1 | 1 | 1 | 1 | 1 | ..... | 2 | 1 | 1 |
| Yarmouth | 52 | 62 | 35 | 18 | 11 | 6 | 32 | 34 | ..... | ..... | 1 | ..... | 1 | ..... | 9 | 1 | 3 | 2 | 2 | 5 | 6 | 19 |
| Total, 1883 | 953 | 1136 | 664 | 630 | 263 | 215 | 782 | 838 | 3 | 4 | 11 | 26 | 28 | 41 | 113 | 25 | 48 | 64 | 77 | 148 | 117 | 219 |
| " 1882 | 1003 | 1088 | 605 | 618 | 242 | 240 | 676 | 788 | 2 | 7 | 18 | 19 | 38 | 37 | 115 | 28 | 50 | 65 | 70 | 145 | 105 | 202 |
| Increase | ..... | 48 | 59 | 12 | 21 | ..... | 106 | 50 | 1 | ..... | ..... | 7 | ..... | 4 | ..... | ..... | ..... | ..... | 7 | 3 | 12 | 17 |
| Decrease | 50 | ..... | ..... | ..... | ..... | 25 | ..... | ..... | ..... | 3 | 7 | ..... | 10 | ..... | 2 | 3 | 2 | 1 | ..... | ..... | ..... | ..... |

## TABLE IV.—PUBLIC SCHOOLS: ATTENDANCE—WINTER TERM.

| COUNTY. | No. of Pupils registered at School this term. | Proportion of population at School this term. | No. children 5-15 years of age in Sections having schools *not at school* this term. | Age and Sex of Pupils. | | | | | Daily Attendance. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | No. of Pupils under 5 years of age. | No. of Pupils from 5 to 15 years of age. | No. of Pupils over 15 years of age. | No. of Boys. | No. of Girls. | Grand Total Days' attendance made by all the Pupils. | No. daily present at School on an average for time in Session. | No. daily present at School on an average for Full Term. | No. daily present on average for time in Session per 100 registered. | No. daily present on average for Full Term per 100 registered. |
| Annapolis | 3885 | 1 in 5.3 | 767 | 7 | 3356 | 522 | 2217 | 1668 | 252207 | 2332. | 2194.5 | 60. | 56.5 |
| Antigonish | 3269 | 1 " 5.5 | 542 | 18 | 2964 | 287 | 1858 | 1411 | 178151 | 1614. | 1523. | 49.3 | 47. |
| Cape Breton | 5551 | 1 " 5.6 | 1571 | 12 | 5076 | 463 | 3122 | 2429 | 330056 | 2941.8 | 2838.7 | 53. | 51. |
| Colchester | 5045 | 1 " 5.2 | 757 | 14 | 4506 | 525 | 2673 | 2372 | 315361 | 2907.9 | 2726.9 | 57.6 | 54. |
| Cumberland | 5079 | 1 " 5.4 | 860 | 21 | 4408 | 650 | 2854 | 2225 | 288727 | 2613. | 2435. | 51.5 | 47.4 |
| Digby | 3747 | 1 " 5.3 | 892 | 5 | 3290 | 452 | 2106 | 1641 | 239930 | 2251.6 | 2095.7 | 60. | 55.9 |
| Guysborough | 2705 | 1 " 6 5 | 625 | 12 | 2397 | 296 | 1473 | 1232 | 144301 | 1338. | 1238. | 49.4 | 45.7 |
| Halifax | 5101 | 1 " 6 2 | 879 | 10 | 4706 | 385 | 2703 | 2398 | 333711 | 2997. | 2900. | 58.7 | 56.8 |
| " City | 4817 | 1 " 7.4 | ..... | ..... | 4656 | 161 | 2348 | 2469 | 409125 | 3656.4 | 3617.9 | 75.9 | 75.1 |
| Hants | 4476 | 1 " 5.2 | 923 | 13 | 3982 | 481 | 2434 | 2042 | 281773 | 2514.3 | 2441.2 | 56.1 | 54.5 |
| Inverness | 5250 | 1 " 4.8 | 1195 | 44 | 4790 | 416 | 2909 | 2341 | 260056 | 2386. | 2276. | 45.4 | 43.3 |
| Kings | 4554 | 1 " 5. | 966 | 15 | 3840 | 699 | 2624 | 1930 | 273428 | 2607.1 | 2373.1 | 57.3 | 52.1 |
| Lunenburg | 5630 | 1 " 5. | 163 | 30 | 4965 | 635 | 3078 | 2552 | 354467 | 3304.9 | 3106.3 | 58.7 | 55.1 |
| Pictou | 6423 | 1 " 5 5 | 954 | 21 | 5816 | 586 | 3535 | 2888 | 393916 | 3621.3 | 3413. | 56.3 | 52 4 |
| Queens | 2023 | 1 " 5 2 | 564 | 9 | 1724 | 290 | 1068 | 955 | 132917 | 1239.8 | 1150.5 | 61.2 | 56.8 |
| Richmond | 2193 | 1 " 6.9 | 464 | 26 | 1964 | 203 | 1212 | 981 | 120686 | 1120.6 | 1075.5 | 51. | 49. |
| Shelburne | 2693 | 1 " 5.5 | 498 | 17 | 2279 | 397 | 1580 | 1113 | 164010 | 1608. | 1488.7 | 59.7 | 55.2 |
| Victoria | 2115 | 1 " 6. | 362 | 28 | 1799 | 288 | 1072 | 1043 | 113058 | 1049. | 968. | 49.6 | 45.8 |
| Yarmouth | 4535 | 1 " 4.7 | 887 | 5 | 3966 | 564 | 2507 | 2028 | 313040 | 2929. | 2646.1 | 64.5 | 58.2 |
| Total, 1883 | 79091 | 1 " 5.5 | 13869 | 307 | 70484 | 8300 | 43373 | 35718 | 4898920 | 45031.7 | 42508.1 | 56.9 | 53.7 |
| " 1882 | 76888 | 1 " 5.7 | 15647 | 283 | 67851 | 8754 | 42284 | 34604 | 4693479 | 42504.8 | 39987.7 | 55.2 | 52. |
| Increase | 2203 | 1 " 200 | ..... | 24 | 2633 | ..... | 1089 | 1114 | 205441 | 2526.9 | 2520.4 | 1.7 | 1.7 |
| Decrease | ..... | ..... | 1778 | ..... | ..... | 454 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE V.—PUBLIC SCHOOLS: ATTENDANCE—SUMMER TERM.

| COUNTY. | No. of Pupils registered at School this term. | Proportion of population at School this term. | No. children 5-15 years of age in Sections having schools *not at school* this term. | Age and Sex of Pupils. | | | | | Daily Attendance. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | No. of Pupils under 5 years of age. | No. of Pupils from 5 to 15 years of age. | No. of Pupils over 15 years of age. | No. of Boys. | No. of Girls. | Grand Total Days' attendance made by all the Pupils. | No. daily present at School on an average for time in Session. | No. daily present at School on an average for Full Term. | No. daily present on average for time in Session per 100 registered. | No. daily present on average for Full Term. per 100 registered. |
| Annapolis | 3716 | 1 in 5.5 | 699 | 40 | 3505 | 171 | 1778 | 1938 | 228685 | 2206. | 2095.9 | 59.3 | 56.4 |
| Antigonish | 3610 | 1 " 5. | 469 | 45 | 3434 | 131 | 1952 | 1658 | 168286 | 1524. | 1515. | 42.2 | 42. |
| Cape Breton | 5958 | 1 " 5.2 | 1345 | 40 | 5729 | 189 | 3198 | 2760 | 310665 | 3147.7 | 2864. | 52.8 | 48. |
| Colchester | 5445 | 1 " 4.9 | 588 | 48 | 5162 | 235 | 2681 | 2764 | 314735 | 3173.9 | 2931. | 58.2 | 53.8 |
| Cumberland | 5859 | 1 " 4.7 | 637 | 64 | 5507 | 288 | 2984 | 2875 | 302850 | 3128. | 2874. | 53.4 | 49.1 |
| Digby | 4041 | 1 " 4.9 | 690 | 32 | 3877 | 132 | 1997 | 2044 | 248340 | 2370. | 2275.2 | 58.6 | 56.3 |
| Guysborough | 2969 | 1 " 6. | 474 | 40 | 2811 | 118 | 1494 | 1475 | 147828 | 1404. | 1332. | 47.2 | 44.8 |
| Halifax | 5146 | 1 " 6.1 | 877 | 48 | 4960 | 138 | 2595 | 2551 | 315483 | 3044. | 2878. | 59 1 | 56.7 |
| " City | 5128 | 1 " 7. | ..... | 3 | 4910 | 215 | 2463 | 2665 | 374243 | 3925.1 | 3862.2 | 76.5 | 75.3 |
| Hants | 4989 | 1 " 4.7 | 681 | 45 | 4739 | 205 | 2452 | 2537 | 298491 | 2856. | 2710.6 | 57.3 | 54.3 |
| Inverness | 5361 | 1 " 4.8 | 980 | 79 | 5009 | 273 | 2916 | 2445 | 244322 | 2381. | 2081. | 44.4 | 39. |
| Kings | 4318 | 1 " 5.4 | 119 | 46 | 4083 | 189 | 2009 | 2309 | 239212 | 2436.8 | 2147.7 | 56.4 | 48.9 |
| Lunenburg | 5047 | 1 " 5.6 | 1310 | 88 | 4776 | 183 | 2448 | 2599 | 291065 | 2900.6 | 2691.1 | 57.4 | 53.3 |
| Pictou | 6739 | 1 " 5.2 | 786 | 50 | 6405 | 284 | 3408 | 3331 | 390767 | 3780.4 | 3534.1 | 56.1 | 52.4 |
| Queens | 2056 | 1 " 5.1 | 217 | 27 | 1900 | 129 | 961 | 1095 | 125420 | 1275.9 | 1184. | 62.0 | 57.6 |
| Richmond | 2719 | 1 " 5.5 | 538 | 60 | 2565 | 94 | 1381 | 1338 | 145842 | 1412.3 | 1349.9 | 51.9 | 49.6 |
| Shelburne | 2797 | 1 " 5.3 | 531 | 57 | 2646 | 94 | 1342 | 1455 | 170112 | 1708.1 | 1572.6 | 61. | 56.2 |
| Victoria | 1991 | 1 " 5.8 | 416 | 29 | 1878 | 86 | 1038 | 953 | 91893 | 949. | 833. | 47.6 | 41.8 |
| Yarmouth | 3974 | 1 " 5.3 | 774 | 22 | 3788 | 164 | 1898 | 2076 | 260852 | 2646.3 | 2432.9 | 66.5 | 61.2 |
| Total, 1883 | 81863 | 1 " 5.3 | 12131 | 861 | 77684 | 3318 | 40995 | 40868 | 4669091 | 46269.1 | 43165.2 | 56.5 | 52.7 |
| " 1882 | 81196 | 1 " 5.4 | 13165 | 884 | 76996 | 3316 | 40876 | 40320 | 4603625 | 44989. | 42031.5 | 55.4 | 51.7 |
| Increase | 667 | 1 " 660 | ..... | ..... | 688 | 2 | 119 | 548 | 65466 | 1280.1 | 1133.7 | 1.1 | 1. |
| Decrease | ..... | ..... | 1034 | 23 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE VI—PUBLIC SCHOOLS: WINTER TERM.

*Number of Pupils receiving Instruction in the various Branches. Record of Visitation.*

| COUNTY. | Music. | | | | Geography. | | | | | | History. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Theory. | By Rote. | Reading. | Spelling. | Nova Scotia | General. | Drawing. | Writing. | Arithmetic. | Grammar and Analysis. | Canadian. | British. | General. | Composition. | Book-keeping. | Chemistry. |
| Annapolis | 150 | 734 | 3807 | 3750 | 1038 | 1687 | 756 | 3385 | 3434 | 1677 | 708 | 990 | 34 | 379 | 425 | 31 |
| Antigonish | ..... | 63 | 3123 | 3020 | 723 | 615 | 65 | 2338 | 2355 | 832 | 317 | 332 | ..... | 138 | 50 | 4 |
| Cape Breton | 88 | 1643 | 5256 | 3080 | 1790 | 1280 | 425 | 4423 | 4635 | 2373 | 718 | 664 | ..... | 661 | 215 | 27 |
| Colchester | 524 | 2684 | 4952 | 4776 | 1894 | 2318 | 25[illegible]6 | 4430 | 4859 | 3067 | 820 | 1108 | ..... | 1068 | 942 | 323 |
| Cumberland | 143 | 1232 | 4949 | 4844 | 1406 | 1660 | 1979 | 4500 | 4678 | 1906 | 856 | 927 | ..... | 188 | 407 | 255 |
| Digby | 213 | 706 | 3669 | 3500 | 1253 | 1461 | 691 | 3215 | 3310 | 1396 | 478 | 548 | 109 | 459 | 188 | 32 |
| Guysborough | 83 | 273 | 2557 | 2465 | 1174 | 721 | 307 | 2169 | 2222 | 809 | 328 | 393 | ..... | 197 | 63 | 25 |
| Halifax | 490 | 3173 | 4901 | 4954 | 1925 | 2112 | 953 | 4258 | 4476 | 2378 | 594 | 1101 | 169 | 809 | 235 | 38 |
| " City | 357 | 2156 | 4745 | 4782 | 3956 | 3063 | 2223 | 4443 | 4530 | 2639 | 1421 | 1636 | ..... | 914 | 100 | 33 |
| Hants | 19 | 1668 | 4395 | 4304 | 1557 | 1943 | 1778 | 3924 | 4221 | 2441 | 857 | 1221 | 85 | 889 | 397 | 152 |
| Inverness | 30 | 495 | 4879 | 4248 | 1233 | 790 | 278 | 3492 | 3237 | 1344 | 442 | 572 | ..... | 177 | 106 | 11 |
| Kings | 152 | 952 | 4497 | 4310 | 1273 | 2329 | 925 | 4082 | 4296 | 2174 | 778 | 1301 | 58 | 734 | 420 | 87 |
| Lunenburg | 250 | 3484 | 5469 | 5408 | 2057 | 1573 | 1517 | 4814 | 5002 | 1845 | 467 | 877 | ..... | 318 | 367 | 179 |
| Pictou | 225 | 3722 | 6313 | 6200 | 3558 | 4032 | 2604 | 5333 | 5969 | 3987 | 1687 | 1212 | 16 | 1081 | 432 | 257 |
| Queens | ..... | 988 | 1938 | 1892 | 471 | 819 | 400 | 1725 | 1878 | 858 | 336 | 454 | ..... | 163 | 124 | 14 |
| Richmond | 76 | 423 | 2036 | 1964 | 489 | 356 | 167 | 1582 | 1452 | 587 | 203 | 240 | ..... | 321 | 55 | 9 |
| Shelburne | ..... | 628 | 2629 | 2615 | 929 | 997 | 954 | 2391 | 2534 | 2160 | 260 | 537 | 46 | 363 | 126 | 18 |
| Victoria | 72 | 421 | 2047 | 1965 | 418 | 982 | 141 | 1714 | 1684 | 690 | 131 | 364 | ..... | 108 | 29 | 24 |
| Yarmouth | 336 | 1854 | 4432 | 4397 | 1426 | 1737 | 1931 | 4062 | 4260 | 1817 | 445 | 516 | 114 | 1079 | 212 | 89 |
| Total, 1883 | 3208 | 27299 | 76594 | 72474 | 28570 | 29875 | 20601 | 66280 | 69032 | 34980 | 11855 | 14991 | 631 | 10046 | 4893 | 1608 |
| " 1882 | 5125 | 25580 | 74483 | 72541 | 29210 | 28763 | 11742 | 62064 | 65042 | 33393 | 9528 | 14461 | 769 | 9230 | 4114 | 1977 |
| Increase | ..... | 1719 | 2111 | ..... | ..... | 1112 | 8859 | 4216 | 3990 | 1587 | 2327 | 530 | ..... | 816 | 779 | ..... |
| Decrease | 1917 | ..... | ..... | 67 | 640 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 138 | ..... | ..... | 369 |

## TABLE VI.—WINTER TERM.—(CONTINUED.)

| COUNTY. | Latin. | Algebra. | Geometry. | Navigation. | Practical Mathematics. | Natural Philosophy. | French. | Physiology. | Greek. | No. of Schools holding Public Examination at close of Term. | No. closing without a Public Examination. | Prizes. No. Prizes given to Pupils. | Prizes. Value of Prizes given. | Record of Visitation. No. of Visits by Trustees and Secretary. | Record of Visitation. By Inspector. | Record of Visitation. By other visitors. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 20 | 165 | 194 | 6 | 17 | 14 | 20 | 8 | 2 | 59 | 38 | 38 | $ 16 45 | 369 | 94 | 1041 |
| Antigonish | 15 | 136 | 107 | ..... | 3 | ..... | 87 | 1 | ..... | 72 | 4 | 15 | 10 25 | 426 | 70 | 961 |
| Cape Breton | 38 | 470 | 304 | 9 | 56 | 19 | 13 | 87 | 9 | 100 | 28 | 37 | 31 60 | 744 | 111 | 1242 |
| Colchester | 54 | 427 | 262 | ..... | 4 | 86 | 20 | 133 | 6 | 101 | 7 | 88 | 39 85 | 457 | 63 | 1813 |
| Cumberland | 39 | 257 | 166 | 1 | 39 | 38 | 5 | 3 | 4 | 109 | 16 | 79 | 32 45 | 547 | 90 | 1422 |
| Digby | 20 | 161 | 92 | 8 | 9 | ..... | 1105 | ..... | 2 | 47 | 29 | 19 | 11 08 | 320 | 73 | 903 |
| Guysborough | 7 | 142 | 105 | 4 | 6 | ..... | ..... | ..... | ..... | 55 | 9 | 10 | 6 50 | 312 | 54 | 915 |
| Halifax | 50 | 277 | 222 | 15 | 4 | 109 | ..... | 58 | 2 | 98 | 20 | ..... | ..... | 519 | 123 | 1618 |
| " City | 134 | 593 | 626 | 17 | 77 | 48 | 95 | 75 | ..... | 86 | 11 | ..... | ..... | 279 | 96 | 997 |
| Hants | 60 | 375 | 304 | 14 | 17 | 136 | ..... | 212 | 4 | 94 | 1 | 83 | 47 00 | 343 | 90 | 763 |
| Inverness | 24 | 167 | 130 | 6 | 17 | 37 | 483 | ..... | ..... | 102 | 20 | ..... | ..... | 961 | 92 | 1914 |
| Kings | 89 | 244 | 273 | 9 | 53 | 32 | ..... | 233 | 14 | 99 | 4 | 23 | 12 20 | 365 | 100 | 1163 |
| Lunenburg | 22 | 26 | 186 | 212 | 25 | 8 | 5 | 1 | ..... | 117 | 8 | 49 | 16 99 | 516 | 128 | 2620 |
| Pictou | 160 | 710 | 612 | 8 | 37 | 34 | 98 | 82 | 26 | 139 | 12 | 203 | 74 71 | 708 | ..... | 2528 |
| Queens | 33 | 126 | 93 | 7 | 1 | 3 | ..... | ..... | 10 | 47 | 1 | 23 | 10 75 | 187 | 49 | 422 |
| Richmond | 30 | 102 | 59 | 13 | 11 | ..... | 236 | ..... | 1 | 46 | 11 | 3 | 2 45 | 507 | 54 | 828 |
| Shelburne | 52 | 142 | 162 | 20 | 4 | 12 | 9 | 3 | 3 | 47 | 4 | 78 | 30 15 | 220 | 76 | 861 |
| Victoria | 16 | 109 | 80 | 10 | 10 | 2 | 8 | ..... | 5 | 51 | 14 | 3 | 4 50 | 405 | 40 | 805 |
| Yarmouth | 48 | 195 | 126 | 76 | 166 | 58 | 721 | 177 | 5 | 56 | 9 | 80 | 31 00 | 352 | 100 | 1203 |
| Total, 1883 | 931 | 4824 | 41 3 | 435 | 556 | 636 | 2905 | 1073 | 93 | 1525 | 246 | 831 | 377 93 | 8537 | 1503 | 24019 |
| " 1882 | 913 | 4630 | 3558 | 250 | 374 | 298 | 2718 | 625 | 137 | 1616 | 203 | 902 | 424 61 | 8346 | 1497 | 23193 |
| Increase | 18 | 194 | 545 | 185 | 182 | 338 | 187 | 448 | ..... | ..... | 43 | ..... | ..... | 191 | 6 | 826 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 44 | 91 | ..... | 71 | 48 68 | ..... | ..... | ..... |

## TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.

*Number of Pupils receiving Instruction in the various Branches. Record of Visitation.*

| COUNTY. | Music. | | Reading. | Spelling. | Geography. | | Drawing. | Writing. | Arithmetic. | Grammar and Analysis. | History. | | | Composition. | Book-Keeping. | Chemistry. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Theory. | By Rote. | | | Nova Scotia | General. | | | | | Canadian. | British. | General. | | | |
| Annapolis | 77 | 721 | 3639 | 3450 | 939 | 1363 | 1701 | 3145 | 3213 | 1582 | 671 | 805 | 16 | 542 | 231 | 44 |
| Antigonish | 2 | 40 | 3417 | 3083 | 906 | 595 | 78 | 2293 | 2343 | 778 | 296 | 328 | ..... | 78 | 43 | 1 |
| Cape Breton | 117 | 1857 | 5611 | 5482 | 1823 | 1552 | 137 | 4455 | 4696 | 2484 | 723 | 535 | ..... | 593 | 172 | 56 |
| Colchester | 177 | 3161 | 5345 | 5206 | 1793 | 1006 | 3425 | 4572 | 5120 | 2879 | 1004 | 1016 | 35 | 919 | 333 | 204 |
| Cumberland | 197 | 1486 | 5705 | 5565 | 1655 | 1571 | 2418 | 4767 | 5370 | 2201 | 880 | 759 | ..... | 628 | 281 | 144 |
| Digby | 228 | 781 | 3953 | 3558 | 1130 | 1265 | 1861 | 3103 | 3471 | 1260 | 333 | 1443 | 113 | 489 | 47 | 37 |
| Guysborough | 82 | 523 | 2765 | 2682 | 1240 | 823 | 325 | 2346 | 2445 | 902 | 150 | 397 | ..... | 207 | 59 | 36 |
| Halifax | 520 | 4200 | 5012 | 5094 | 2142 | 2002 | 1056 | 4146 | 4575 | 2004 | 784 | 686 | 76 | 536 | 64 | 46 |
| " City | 700 | 2588 | 5128 | 5114 | 4114 | 3687 | 4652 | 4937 | 5029 | 2788 | 1425 | 1618 | ..... | 904 | 192 | 73 |
| Hants | 52 | 1917 | 4971 | 4831 | 1794 | 1759 | 1929 | 4090 | 4674 | 2438 | 688 | 996 | 109 | 906 | 126 | 81 |
| Inverness | 6 | 673 | 4955 | 4461 | 1122 | 683 | 151 | 3255 | 3086 | 1274 | 374 | 532 | ..... | 216 | 59 | 34 |
| Kings | 62 | 857 | 4227 | 4102 | 1144 | 1670 | 1140 | 3443 | 3750 | 1771 | 68 | 919 | 266 | 540 | 99 | 23 |
| Lunenburg | 126 | 3401 | 4848 | 4730 | 1703 | 1482 | 1703 | 4163 | 4303 | 1520 | 827 | 704 | ..... | 274 | 143 | 1 |
| Pictou | 283 | 3419 | 6653 | 6451 | 4489 | 2536 | 2926 | 5002 | 5991 | 3425 | 1635 | 1192 | 22 | 1051 | 369 | 202 |
| Queens | ..... | 915 | 1988 | 1917 | 473 | 805 | 530 | 1603 | 1918 | 777 | 393 | 387 | ..... | 147 | 60 | 48 |
| Richmond | 35 | 572 | 2467 | 2335 | 483 | 396 | 215 | 1717 | 1626 | 598 | 218 | 231 | ..... | 222 | 29 | 5 |
| Shelburne | ..... | 1082 | 2766 | 2704 | 739 | 931 | 1084 | 2369 | 2082 | 989 | 96 | 241 | 44 | 382 | 47 | 86 |
| Victoria | 70 | 649 | 1884 | 1770 | 348 | 319 | 127 | 1377 | 1390 | 583 | 88 | 313 | ..... | 40 | 28 | 8 |
| Yarmouth | 170 | 1382 | 3851 | 3748 | 1790 | 1447 | 2222 | 3474 | 3721 | 1617 | 533 | 516 | 101 | 882 | 118 | 34 |
| Total, 1883 | 2904 | 30224 | 79185 | 76292 | 29827 | 25894 | 27770 | 64256 | 68802 | 31870 | 11186 | 13518 | 782 | 9556 | 2500 | 1163 |
| " 1882 | 2753 | 29137 | 78017 | 75033 | 28540 | 25210 | 17740 | 62471 | 68102 | 30860 | 8991 | 13536 | 684 | 7742 | 3128 | 1629 |
| Increase | 151 | 1087 | 1168 | 1259 | 1287 | 675 | 10030 | 1785 | 700 | 1001 | 2195 | ..... | 98 | 1814 | ..... | ..... |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 18 | ..... | ..... | 628 | 466 |

## TABLE VI.—SUMMER TERM.—(CONTINUED.)

| COUNTY. | Latin. | Algebra. | Geometry. | Navigation. | Practical Mathematics. | Natural Philosophy. | French. | Physiology. | Greek. | No. of Schools holding Public Examination at close of Term. | No. closing without a Public Examination. | Prizes. No. Prizes given to Pupils. | Prizes. Value of Prizes given. | Record of Visitation. No. of Visits by Trustees and Secretary. | Record of Visitation. By Inspector. | Record of Visitation. By other Visitors. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 29 | 172 | 151 | 1 | 15 | 13 | 28 | 3 | ..... | 52 | 48 | 30<br>83 | $ 15 10 | 234 | 94 | 1040 |
| Antigonish | 10 | 127 | 104 | ..... | 1 | ..... | 114 | ..... | ..... | 74 | 10 | 13 | 39 75 | 457 | 70 | 961 |
| Cape Breton | 81 | 475 | 318 | 12 | 49 | 15 | 36 | 83 | 6 | 93 | 37 | 138 | 6 35 | 744 | 111 | 1242 |
| Colchester | 48 | 441 | 260 | ..... | 2 | ..... | 4 | 74 | 5 | 108 | 11 | 68 | 58 59 | 328 | 114 | 1686 |
| Cumberland | 43 | 234 | 154 | ..... | 1 | 25 | ..... | 91 | 2 | 135 | 15 | 29 | 34 45 | 391 | 113 | 1340 |
| Digby | 31 | 146 | 71 | ..... | ..... | ..... | 1277 | ..... | 4 | 50 | 31 | 29 | 13 75 | 272 | 79 | 916 |
| Guysborough | 8 | 150 | 83 | ..... | 4 | ..... | ..... | ..... | ..... | 63 | 10 | 23 | 9 20 | 275 | 65 | 1075 |
| Halifax | 49 | 236 | 245 | ..... | 2 | ..... | ..... | 68 | 1 | 118 | 4 | ..... | ..... | 497 | 128 | 1784 |
| " City | 113 | 700 | 668 | 25 | 73 | 41 | 86 | 111 | ..... | 11 | 87 | 350 | 200 00 | 279 | 96 | 997 |
| Hants | 37 | 327 | 259 | 36 | 14 | 59 | ..... | 49 | 2 | 106 | 4 | 105 | 47 10 | 301 | 108 | 1262 |
| Inverness | 19 | 188 | 121 | 1 | 6 | 2 | 559 | ..... | ..... | 115 | 24 | ..... | ..... | 755 | 101 | 2055 |
| Kings | 54 | 205 | 188 | 15 | 8 | 35 | ..... | 65 | ..... | 94 | 9 | 58 | 26 00 | 239 | 99 | 1064 |
| Lunenburg | 18 | 214 | 148 | ..... | 7 | 1 | ..... | 5 | 1 | 118 | 6 | 133 | 35 08 | 359 | 124 | 1944 |
| Pictou | 141 | 630 | 542 | 18 | 31 | 115 | 57 | 166 | 47 | 141 | 11 | 239 | 73 94 | 602 | 147 | 2608 |
| Queens | 27 | 141 | 69 | ..... | ..... | 3 | 2 | 67 | 9 | 44 | 10 | 43 | 15 55 | 137 | 56 | 534 |
| Richmond | 4 | 88 | 53 | 3 | 3 | 4 | 261 | ..... | ..... | 53 | 16 | 31 | 5 75 | 416 | 67 | 939 |
| Shelburne | 21 | 123 | 126 | 3 | 11 | 1 | 9 | 58 | 4 | 51 | 5 | 85 | 28 39 | 149 | 73 | 876 |
| Victoria | 45 | 191 | 94 | 3 | 4 | 14 | 564 | 75 | 4 | 40 | 35 | 45 | 21 90 | 168 | 87 | 960 |
| Yarmouth | 21 | 104 | 45 | 3 | 4 | 9 | 2 | 3 | 2 | 58 | 10 | ..... | ..... | 359 | 60 | 990 |
| Total, 1883 | 799 | 4892 | 3699 | 120 | 245 | 337 | 2999 | 948 | 87 | 1524 | 383 | 1467 | 630 90 | 6962 | 1792 | 24273 |
| " 1882 | 877 | 4520 | 3436 | 102 | 329 | 363 | 3041 | 579 | 146 | 1550 | 361 | 1362 | 648 59 | 6485 | 1762 | 23697 |
| Increase | ..... | 372 | 263 | 18 | ..... | ..... | ..... | 369 | ..... | ..... | 22 | 105 | ..... | 477 | 30 | 576 |
| Decrease | 78 | ..... | ..... | ..... | 84 | 26 | 42 | ..... | 59 | 26 | ..... | ..... | 17 69 | ..... | ..... | ..... |

## TABLE VII.—PUBLIC SCHOOLS: Time in Session.

| COUNTY. | Winter Term. | | | | | | | Summer Term. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of Schools open this Term. | No. in Session less than 80 days during this Term. | No. in Session 80 days or upwards, but less than 100. | Total No. in Session less than 100 days. | No. in Session 100 days or upwards, but less than full Term. | No. in Session the full Term. | Average No. of days all Schools were in Session. | No. of Schools open this Term. | No. in Session less than 80 days during this Term. | No in Session 80 days or upwards, but less than 100. | Total No. in Session less than 100 days. | No. in Session 100 days or upwards, but less than full Term. | No. in Session the full Term. | Average No. of days all Schools were in Session. |
| Annapolis | 97 | 6 | 7 | 13 | 35 | 49 | 110.1 | 100 | 4 | 11 | 15 | 35 | 50 | 105.5 |
| Antigonish | 76 | 3 | 6 | 9 | 26 | 41 | 110.4 | 84 | 3 | 11 | 14 | 55 | 15 | 104.1 |
| Cape Breton | 128 | 4 | 4 | 8 | 61 | 59 | 112 9 | 131 | 9 | 16 | 25 | 43 | 63 | 101. |
| Colchester | 120 | 10 | 5 | 15 | 54 | 51 | 109.7 | 130 | 7 | 26 | 33 | 61 | 36 | 102.8 |
| Cumberland | 125 | 11 | 13 | 24 | 55 | 46 | 109. | 150 | 22 | 14 | 36 | 53 | 61 | 102. |
| Digby | 76 | 5 | 4 | 9 | 38 | 29 | 108.9 | 81 | 2 | 8 | 10 | 31 | 40 | 106.6 |
| Guysborough | 64 | 5 | 6 | 11 | 29 | 24 | 107.9 | 73 | 5 | 8 | 13 | 34 | 26 | 101.7 |
| Halifax | 118 | 5 | 9 | 14 | 42 | 62 | 113. | 122 | 7 | 13 | 20 | 43 | 59 | 105. |
| " City | 97 | ..... | ..... | ..... | 44 | 53 | 112.8 | 98 | ..... | 39 | 39 | ..... | 59 | 98.4 |
| Hants | 95 | 4 | 1 | 5 | 48 | 42 | 113.6 | 110 | 6 | 6 | 12 | 55 | 43 | 105.3 |
| Inverness | 138 | 15 | 13 | 28 | 38 | 72 | 111.6 | 144 | 17 | 19 | 36 | 32 | 76 | 97. |
| Kings | 106 | 8 | 18 | 26 | 45 | 35 | 106.5 | 103 | 18 | 12 | 30 | 38 | 35 | 97.8 |
| Lunenburg | 125 | 4 | 13 | 17 | 56 | 52 | 109.9 | 123 | 12 | 8 | 20 | 44 | 59 | 103. |
| Pictou | 151 | 11 | 8 | 19 | 70 | 62 | 110.2 | 152 | 11 | 21 | 32 | 60 | 60 | 103.7 |
| Queens | 48 | 4 | 5 | 9 | 15 | 24 | 109.5 | 54 | 6 | 2 | 8 | 27 | 19 | 102.6 |
| Richmond | 57 | 3 | 1 | 4 | 12 | 41 | 112.3 | 69 | 1 | 10 | 11 | 22 | 36 | 106.1 |
| Shelburne | 64 | 4 | 7 | 11 | 35 | 18 | 108.2 | 68 | 3 | 11 | 14 | 41 | 13 | 102.2 |
| Victoria | 65 | 3 | 9 | 12 | 22 | 31 | 108. | 68 | 14 | 11 | 25 | 10 | 33 | 97.5 |
| Yarmouth | 94 | 6 | 7 | 13 | 63 | 18 | 105.7 | 83 | 7 | 24 | 31 | 33 | 19 | 102. |
| Total, 1883 | 1844 | 111 | 126 | 247 | 788 | 809 | 110. | 1943 | 154 | 270 | 424 | 717 | 802 | 102 3 |
| " 1882 | 1820 | 119 | 125 | 244 | 755 | 821 | 110.6 | 1910 | 145 | 330 | 475 | 747 | 688 | 102.7 |
| Increase | 24 | ..... | 11 | 3 | 33 | ..... | ..... | 33 | 9 | ..... | ..... | ..... | 114 | ..... |
| Decrease | ..... | 8 | ..... | ..... | ..... | 12 | .6 | ..... | ..... | 60 | 51 | 30 | ..... | .4 |

**TABLE VIII.**—COMPARATIVE STATEMENT OF EXPENDITURE OF GOVERNMENT GRANTS TO COMMON SCHOOLS, AND OF SECTIONAL ASSESSMENT.

| COUNTY. | Population. | GOVERNMENT GRANTS. | | | | | | | | Amount voted at last Annual Meeting for School purposes, exclusive of Building and Repairs. | Amount voted for Building and Repairs. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | WINTER TERM. | | | | SUMMER TERM. | | | | | |
| | | No. Schools in Session. | No. of Pupils Registered. | Sum of Government Grants. | Cost to Government per Pupil. | No Schools in Session. | No. of Pupils Registered. | Sum of Government Grants. | Cost to Government per Pupil. | | |
| Annapolis | 20598 | 97 | 3885 | $4147 51 | 1.07 | 100 | 3716 | $4235 05 | 1.14 | $11051 00 | $1986 75 |
| Antigonish | 18060 | 76 | 3269 | 3306 26 | 1.01 | 84 | 3610 | 3599 25 | .99 | 6502 00 | 949 00 |
| Cape Breton | 31258 | 128 | 5551 | 5202 42 | .93 | 131 | 5958 | 5095 38 | .85 | 18226 50 | 5429 00 |
| Colchester | 26720 | 120 | 5045 | 4956 51 | .98 | 130 | 5445 | 5194 64 | .95 | 15118 00 | 2229 00 |
| Cumberland | 27368 | 125 | 5079 | 4571 96 | .90 | 150 | 5859 | 5534 85 | .94 | 14272 00 | 2777 00 |
| Digby | 19881 | 76 | 3747 | 2934 52 | .78 | 81 | 4041 | 3155 74 | .78 | 8348 00 | 1861 30 |
| Guysborough | 17808 | 64 | 2705 | 2350 49 | .86 | 73 | 2969 | 2654 10 | .89 | 6505 00 | 412 00 |
| Halifax | 31817 | 118 | 5101 | 4695 12 | .92 | 122 | 5146 | 4810 12 | .93 | 16246 00 | 2645 00 |
| " City | 36100 | 97 | 4817 | 4746 35 | .98 | 98 | 5128 | 4716 55 | .92 | 66460 00 | ..... |
| Hants | 23359 | 95 | 4476 | 4090 69 | .91 | 110 | 4989 | 4549 18 | .91 | 16502 00 | 4713 00 |
| Inverness | 25651 | 138 | 5250 | 5399 96 | 1.02 | 144 | 5361 | 5406 54 | 1.00 | 9096 00 | 2232 00 |
| Kings | 23469 | 106 | 4554 | 4518 56 | .99 | 103 | 4318 | 3912 56 | .90 | 13324 00 | 3694 00 |
| Lunenburg | 28583 | 125 | 5630 | 4481 63 | .79 | 123 | 5047 | 4252 38 | .84 | 11450 00 | 4875 00 |
| Pictou | 35535 | 151 | 6423 | 6188 15 | .96 | 152 | 6739 | 6203 65 | .92 | 20350 00 | 2675 00 |
| Queens | 10577 | 48 | 2023 | 1859 74 | .91 | 54 | 2056 | 2010 26 | .97 | 4265 00 | 690 00 |
| Richmond | 15121 | 57 | 2193 | 2346 76 | 1.07 | 69 | 2719 | 2578 66 | .94 | 4194 00 | 694 50 |
| Shelburne | 14913 | 64 | 2693 | 2480 25 | .92 | 68 | 2797 | 2492 83 | .89 | 7201 00 | 1420 00 |
| Victoria | 12470 | 65 | 2115 | 2075 31 | .98 | 68 | 1991 | 1960 38 | .98 | 6585 00 | 1909 00 |
| Yarmouth | 21284 | 94 | 4535 | 3755 83 | .82 | 83 | 3974 | 3291 36 | .82 | 17889 00 | 1701 00 |
| Total, 1883 | 440572 | 1844 | 79091 | 74108 02 | .92 | 1943 | 81863 | 75653 48 | .92 | 273584 50 | 42892 55 |
| " 1882 | 440572 | 1820 | 76888 | 74026 35 | .96 | 1910 | 81196 | 75031 87 | .92 | 254659 51 | 35904 25 |
| Increase | ..... | 24 | 2203 | 81 67 | ..... | 33 | 667 | 621 61 | ..... | 18924 99 | 6988 30 |
| Decrease | ..... | ..... | ..... | ..... | .04 | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE IX.—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, JULY, 1883.

| STATIONS. | Male Candidates. | Female Candidates. | Total Candidates. | A. | | | | | Male B. | | | | | Female B. | | | | | Male C. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Candidates for Grade A. | Rec'd Grade A. | Rec'd Grade B. | Rec'd Grade C. | Failed. | Candidates for Grade B. | Rec'd Grade B. | Rec'd Grade C. | Rec'd Grade D. | Failed. | Candidates for Grade B. | Rec'd Grade B. | Rec'd Grade C. | Rec'd Grade D. | Failed. | Candidates for Grade C. | Rec'd Grade C. | Rec'd Grade D. | Failed. |
| Amherst | 10 | 31 | 41 | | | | | | 2 | | | 1 | 1 | | | | | | 4 | 3 | 1 | |
| Antigonish | 29 | 27 | 56 | 1 | | 1 | | | 8 | 3 | 3 | 2 | | | | | | | 15 | 2 | 6 | 7 |
| Arichat | 9 | 17 | 26 | | | | | | | | | | | | | | | | 4 | 2 | 1 | 1 |
| Baddeck | 16 | 13 | 29 | | | | | | 1 | | 1 | | | 2 | | 1 | 1 | | 6 | 1 | 1 | 4 |
| Barrington | 2 | 12 | 14 | | | | | | | | | | | | | | | | 1 | 1 | | |
| Bridgetown | 17 | 33 | 50 | | | | | | 1 | | | | 1 | | | | | | 13 | 4 | 2 | 7 |
| Clare | 3 | 14 | 17 | | | | | | | | | | | | | | | | 1 | 1 | | |
| Digby | 2 | 17 | 19 | | | | | | | | | | | | | | | | 1 | | | 1 |
| Guysborough | 3 | 8 | 11 | | | | | | | | | | | | | | | | 3 | 2 | 1 | |
| Halifax | 2 | 88 | 90 | | | | | | | | | | | 14 | 8 | 5 | 1 | | 1 | | 1 | |
| Kentville | 14 | 39 | 53 | 1 | | 1 | | | 3 | 2 | 1 | | | | | | | | 10 | 7 | 2 | 1 |
| Liverpool | 4 | 31 | 35 | | | | | | 1 | 1 | | | | 3 | 2 | 1 | | | 2 | 1 | 1 | |
| Lunenburg | 4 | 32 | 36 | | | | | | | | | | | | | | | | 3 | 3 | | |
| Margaree Forks | 21 | 9 | 30 | | | | | | 3 | | 2 | | 1 | | | | | | 5 | 1 | 3 | 1 |
| New Glasgow | 18 | 35 | 53 | 1 | 1 | | | | 3 | 2 | | 1 | | 2 | 1 | 1 | | | 13 | 4 | 4 | 5 |
| Normal School | 17 | 68 | 85 | | | | | | 14 | 7 | 6 | 1 | | 24 | 16 | 5 | 2 | 1 | 3 | 3 | | |
| Pictou | 14 | 31 | 45 | 1 | 1 | | | | 9 | 6 | 2 | | 1 | 5 | 3 | 1 | | 1 | 4 | 2 | 2 | |
| Port Hood | 39 | 31 | 70 | 1 | | | 1 | | 3 | | 3 | | | | | | | | 27 | 4 | 11 | 12 |
| Shelburne | 3 | 13 | 16 | | | | | | | | | | | 1 | 1 | | | | 2 | 2 | | |
| Sherbrooke | 4 | 4 | 8 | | | | | | | | | | | 1 | | | 1 | | 1 | | | 1 |
| Sydney | 50 | 29 | 79 | 1 | 1 | | | | 7 | 4 | 1 | 1 | 1 | 2 | 2 | | | | 23 | 9 | 6 | 8 |
| Tatamagouche | 7 | 22 | 29 | | | | | | | | | | | | | | | | 7 | | 2 | 5 |
| Truro | 7 | 47 | 54 | 2 | 2 | | | | | | | | | | | | | | 3 | 3 | | |
| Windsor | 4 | 37 | 41 | 1 | 1 | | | | 1 | | 1 | | | 1 | | 1 | | | 2 | 1 | 1 | |
| Yarmouth | 2 | 38 | 40 | | | | | | 1 | 1 | | | | 2 | 1 | 1 | | | | | | |
| Total, 1883 | 301 | 726 | 1027 | 9 | 6 | 2 | 1 | | 57 | 26 | 20 | 6 | 5 | 57 | 34 | 16 | 5 | 2 | 154 | 56 | 45 | 53 |
| " 1882 | 238 | 596 | 834 | 9 | 6 | 2 | | 1 | 67 | 33 | 19 | 12 | 3 | 40 | 18 | 16 | 4 | 2 | 111 | 43 | 36 | 32 |
| Increase | 63 | 130 | 193 | | | | 1 | | | | 1 | | 2 | 17 | 16 | | 1 | | 43 | 13 | 9 | 21 |
| Decrease | | | | | | | | 1 | 10 | 7 | | 6 | | | | | | | | | | |

TABLE IA.—(CONTINUED)—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, JULY, 1883.

| STATIONS. | Female C. | | | | Male D. | | | Female D. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Candidates for Grade C. | Received Grade C. | Received Grade D. | Failed. | Candidates for Grade D. | Received Grade D. | Failed. | Candidates for Grade D. | Received Grade D. | Failed. | Total received Grade A. | Total received Grade B. | Total received Grade C. | Total received Grade D. | Total received Licenses. | No. received higher Grade than held before. | No. rec'd same Grade as held before. | No. received lower Grade than held before. | New applicants received License. | No. received Grade applied for. | No. received lower Grade than applied for. | No. Failed. |
| Amherst | 20 | 6 | 5 | 9 | 4 | 1 | 3 | 11 | 3 | 8 | ..... | ..... | 9 | 11 | 20 | 6 | ..... | 1 | 13 | 13 | 7 | 21 |
| Antigonish | 11 | 2 | 2 | 7 | 5 | 2 | 3 | 16 | 8 | 8 | ..... | 4 | 7 | 20 | 31 | 6 | 3 | 1 | 21 | 17 | 14 | 25 |
| Arichat | 8 | 3 | 4 | 1 | 5 | ..... | 5 | 9 | 3 | 6 | ..... | ..... | 5 | 8 | 13 | 2 | 1 | ..... | 10 | 8 | 5 | 13 |
| Baddeck | 6 | 2 | 3 | 1 | 9 | 1 | 8 | 5 | ..... | 5 | ..... | ..... | 5 | 6 | 11 | 1 | 2 | ..... | 8 | 4 | 7 | 18 |
| Barrington | 1 | 1 | ..... | ..... | 1 | 1 | ..... | 11 | 5 | 6 | ..... | ..... | 2 | 6 | 8 | 1 | ..... | ..... | 7 | 8 | ..... | 6 |
| Bridgetown | 18 | 8 | 3 | 7 | 3 | 1 | 2 | 15 | 7 | 8 | ..... | ..... | 12 | 13 | 25 | 1 | ..... | ..... | 24 | 20 | 5 | 25 |
| Clare | 5 | 5 | ..... | ..... | 2 | 1 | 1 | 9 | 4 | 5 | ..... | ..... | 6 | 5 | 11 | 2 | ..... | ..... | 9 | 11 | ..... | 6 |
| Digby | 8 | 2 | 4 | 2 | 1 | ..... | 1 | 9 | 6 | 3 | ..... | ..... | 2 | 10 | 12 | 1 | 2 | ..... | 9 | 8 | 4 | 7 |
| Guysborough | 2 | 1 | ..... | 1 | ..... | ..... | ..... | 6 | 4 | 2 | ..... | ..... | 3 | 5 | 8 | 1 | ..... | ..... | 7 | 7 | 1 | 3 |
| Halifax | 49 | 13 | 17 | 19 | 1 | 1 | ..... | 25 | 12 | 13 | ..... | 8 | 18 | 32 | 58 | 12 | 7 | 2 | 37 | 34 | 24 | 32 |
| Kentville | 23 | 8 | 5 | 10 | ..... | ..... | ..... | 16 | 11 | 5 | ..... | 3 | 16 | 18 | 37 | 8 | 3 | ..... | 26 | 28 | 9 | 16 |
| Liverpool | 12 | 5 | 4 | 3 | 1 | 1 | ..... | 16 | 8 | 8 | ..... | 3 | 7 | 14 | 24 | 7 | 3 | ..... | 14 | 18 | 6 | 11 |
| Lunenburg | 13 | 8 | 1 | 4 | 1 | 1 | ..... | 19 | 12 | 7 | ..... | ..... | 11 | 14 | 25 | 7 | ..... | ..... | 18 | 24 | 1 | 11 |
| Margaree Forks | 3 | 1 | 1 | 1 | 13 | 4 | 9 | 6 | 4 | 2 | ..... | ..... | 4 | 12 | 16 | 5 | 4 | ..... | 7 | 10 | 6 | 14 |
| New Glasgow | 16 | 6 | 6 | 4 | 1 | ..... | 1 | 17 | 6 | 11 | 1 | 3 | 11 | 17 | 32 | 7 | 2 | ..... | 23 | 20 | 12 | 21 |
| Normal School | 41 | 26 | 10 | 5 | ..... | ..... | ..... | 3 | 2 | 1 | ..... | 23 | 40 | 15 | 78 | 37 | 10 | 1 | 30 | 54 | 24 | 7 |
| Pictou | 13 | 7 | 1 | 5 | 1 | ..... | 1 | 12 | 8 | 4 | 1 | 9 | 12 | 11 | 33 | 12 | 2 | ..... | 19 | 27 | 6 | 12 |
| Port Hood | 13 | ..... | 5 | 8 | 8 | ..... | 8 | 18 | 4 | 14 | ..... | ..... | 8 | 20 | 28 | 4 | 7 | 2 | 15 | 8 | 20 | 42 |
| Shelburne | 9 | 3 | 3 | 3 | 1 | ..... | 1 | 3 | ..... | 3 | ..... | 1 | 5 | 3 | 9 | 3 | 2 | ..... | 4 | 6 | 3 | 7 |
| Sherbrooke | 2 | 1 | ..... | 1 | 2 | 2 | ..... | 2 | 2 | ..... | ..... | ..... | 1 | 5 | 6 | 1 | 1 | ..... | 4 | 5 | 1 | 2 |
| Sydney | 18 | 1 | 7 | 10 | 18 | 7 | 11 | 9 | 1 | 8 | 1 | 6 | 11 | 22 | 40 | 12 | 8 | ..... | 20 | 25 | 15 | 39 |
| Tatamagouche | 8 | 1 | 4 | 3 | ..... | ..... | ..... | 14 | 4 | 10 | ..... | ..... | 1 | 10 | 11 | 1 | 2 | ..... | 8 | 5 | 6 | 18 |
| Truro | 25 | 9 | 10 | 6 | 2 | ..... | 2 | 22 | 7 | 15 | 2 | ..... | 12 | 17 | 31 | 6 | 4 | ..... | 21 | 21 | 10 | 23 |
| Windsor | 18 | 10 | 5 | 3 | ..... | ..... | ..... | 18 | 11 | 7 | 1 | ..... | 13 | 17 | 31 | 6 | 4 | ..... | 21 | 23 | 8 | 10 |
| Yarmouth | 14 | 7 | 7 | ..... | 1 | ..... | 1 | 22 | 9 | 13 | ..... | 2 | 8 | 16 | 26 | 5 | 2 | ..... | 19 | 18 | 8 | 14 |
| Total, 1883 | 356 | 136 | 107 | 113 | 80 | 23 | 57 | 313 | 141 | 172 | 6 | 62 | 229 | 327 | 624 | 154 | 69 | 7 | 394 | 422 | 202 | 403 |
| " 1882 | 291 | 132 | 87 | 72 | 51 | 13 | 38 | 265 | 107 | 158 | 6 | 53 | 211 | 258 | 528 | 152 | 59 | 7 | 310 | 355 | 173 | 306 |
| Increase | 65 | 4 | 20 | 41 | 29 | 10 | 19 | 48 | 34 | 14 | ..... | 9 | 18 | 69 | 96 | 2 | 10 | ..... | 84 | 67 | 29 | 97 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE X.

### SPECIAL GOVERNMENT AID TO POOR SECTIONS.

| COUNTY. | Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections. | | TOTAL. |
|---|---|---|---|
| | Winter Term. | Summer Term. | |
| Annapolis | $ 123 46 | $ 163 41 | $ 286 87 |
| Antigonish | 64 26 | 102 43 | 166 69 |
| Cape Breton | 150 00 | 150 00 | 300 00 |
| Colchester | 84 42 | 112 79 | 197 21 |
| Cumberland | 135 91 | 164 09 | 300 00 |
| Digby | 112 97 | 124 44 | 237 41 |
| Guysborough | 46 06 | 66 49 | 112 55 |
| Halifax | 127 37 | 131 88 | 259 25 |
| Hants | 94 47 | 179 55 | 274 02 |
| Inverness | 55 98 | 83 25 | 139 23 |
| Kings | 123 03 | 118 81 | 241 84 |
| Lunenburg | 148 49 | 105 39 | 253 88 |
| Pictou | 135 85 | 131 62 | 267 47 |
| Queens | 67 00 | 102 33 | 169 33 |
| Richmond | 82 63 | 111 44 | 194 07 |
| Shelburne | 30 50 | 47 12 | 77 62 |
| Victoria | ..... | ..... | ..... |
| Yarmouth | 83 46 | 56 75 | 140 21 |
| Total, 1883 | $1665 86 | $1951 79 | $3617 65 |
| " 1882 | 1718 20 | 1909 92 | 3628 12 |
| Increase | ..... | 41 87 | ..... |
| Decrease | 52 34 | ..... | 10 47 |

# TABLE XI.

## POOR SECTIONS—SPECIAL COUNTY AID.

| UNICIPALITIES. | Number of these Sections having Schools. | | Amount of County Assessment paid to these Schools over and above the ordinary allowance. | | |
|---|---|---|---|---|---|
| | Winter Term. | Summer Term. | Winter Term. | Summer Term. | Total. |
| olis, County of.. | 14 | 18 | $ 98 61 | $127 73 | $226 34 |
| nish, " .. | 7 | 11 | 56 31 | 79 15 | 135 46 |
| Breton, " .. | 17 | 20 | 122 05 | 142 91 | 264 96 |
| ster, " .. | 11 | 14 | 82 92 | 93 34 | 176 26 |
| erland, " .. | 16 | 22 | 112 50 | 142 80 | 255 30 |
| , District of..... | 8 | 10 | 73 72 | 83 54 | 157 26 |
| " ..... | 4 | 3 | 37 84 | 32 17 | 70 01 |
| oro', " ..... | 2 | 3 | 17 70 | 27 74 | 45 44 |
| ry's, " ..... | 3 | 4 | 27 45 | 26 72 | 54 17 |
| x, County of.... | 15 | 15 | 114 61 | 113 63 | 228 24 |
| , District of East.. | 5 | 9 | 42 77 | 66 41 | 109 18 |
| " West.. | 5 | 8 | 42 86 | 62 13 | 104 99 |
| ness, County of.. | 6 | 9 | 37 46 | 60 75 | 98 21 |
| " .. | 15 | 17 | 100 18 | 141 46 | 241 64 |
| burg & N. Dublin. | 11 | 7 | 76 77 | 54 13 | 130 90 |
| r, District of .... | 6 | 5 | 43 25 | 30 97 | 74 22 |
| , County of..... | 14 | 15 | 110 43 | 102 62 | 213 05 |
| s, " ..... | 8 | 12 | 48 56 | 72 26 | 120 82 |
| ond, " ..... | 9 | 12 | 75 98 | 94 55 | 170 53 |
| rne, District of .. | 2 | 3 | 10 02 | 19 47 | 29 49 |
| gton, " .. | 2 | 3 | 18 64 | 23 21 | 41 85 |
| ia, County of .... | ..... | ..... | ..... | ..... | ..... |
| uth, District of .. | 5 | 4 | 36 57 | 29 25 | 65 82 |
| , " .. | 5 | 3 | 42 32 | 24 70 | 67 02 |
| otal, 1883 ..... | 190 | 227 | 1429 52 | 1651 64 | 3081 16 |
| " 1882 ..... | 200 | 230 | 1392 37 | 1531 60 | 2923 97 |
| Increase ..... | ..... | ..... | 37 15 | 120 04 | 157 19 |
| Decrease ..... | 10 | 3 | ..... | ..... | ..... |

## TABLE XII.

### APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR WINTER TERM ENDED APRIL 30, 1883.

| MUNICIPALITIES. | Grand Total days' attendance made by all the pupils. | On account of Teachers employed. | On account of average attendance of Pupils. | On acc't of Pupils attending Halifax School for Blind. | Total amount apportioned. | Amount per Pupil in attendance the Full Term. |
|---|---|---|---|---|---|---|
| Annapolis ..... | 252207 | $1178 86 | $1880 14 | $30 00 | $3090 00 | .88 |
| Antigonish..... | 178151 | 922 54 | 1756 46 | 30 00 | 2709 00 | 1.13 |
| Cape Breton .... | 330056 | 1598 98 | 3103 98 | ..... | 4702 96 | 1.08 |
| Colchester ..... | 315361 | 1313 64 | 2181 14 | ..... | 3494 78 | .98 |
| Cumberland .... | 288727 | 1495 08 | 2609 74 | ..... | 4104 82 | .98 |
| Digby..... | 148628 | 592 03 | 1223 85 | ..... | 1815 88 | .97 |
| Clare ..... | 91302 | 340 15 | 826 36 | ..... | 1166 51 | 1.00 |
| Guysborough.... | 98154 | 546 68 | 1353 73 | 21 59 | 1922 00 | 1.54 |
| St. Mary's ..... | 46146 | 244 02 | 496 37 | 8 41 | 748 80 | 1.13 |
| Halifax Co..... | 233711 | 1428 79 | 3253 37 | 90 00 | 4772 16 | 1.11 |
| Hants, East .... | 127436 | 566 98 | 971 73 | 13 29 | 1552 00 | .88 |
| " West .... | 154337 | 612 02 | 1322 77 | 16 71 | 1951 50 | .98 |
| Inverness ..... | 260056 | 1652 17 | 2194 83 | ..... | 3847 00 | .98 |
| Kings ..... | 273428 | 1267 80 | 2226 25 | 30 00 | 3524 05 | .88 |
| Lunenburg and New Dublin | 300439 | 1274 35 | 2195 30 | 49 26 | 3518 91 | .83 |
| Chester ..... | 54028 | 255 00 | 501 66 | 10 74 | 767 40 | 1.01 |
| Pictou..... | 393916 | 1838 19 | 3431 81 | 60 00 | 5330 00 | .98 |
| Queens ..... | 132917 | 589 35 | 997 20 | ..... | 1586 55 | .85 |
| Richmond ..... | 120686 | 725 65 | 1543 77 | ..... | 2269 42 | 1.42 |
| Shelburne ..... | 92139 | 444 04 | 699 91 | 15 55 | 1159 50 | .89 |
| Barrington..... | 71871 | 306 71 | 756 29 | 14 45 | 1077 45 | 1.23 |
| Victoria ..... | 113058 | 748 67 | 1121 33 | ..... | 1870 00 | 1.15 |
| Yarmouth ..... | 180161 | 651 65 | 1059 07 | 16 23 | 1826 95 | .68 |
| Argyle ..... | 132879 | 485 31 | 966 57 | 13 77 | 1465 65 | .84 |
| Total, 1883.... | 4489795 | 21079 66 | 38673 63 | 420 00 | 60173 29 | 1.01 |
| " 1882.... | 4318324 | 20783 89 | 32429 18 | 360 00 | 53573 07 | .89 |
| Increase .... | 171471 | 295 77 | 6244 45 | 60 00 | 6600 22 | .12 |
| Decrease.... | ..... | ..... | ..... | ..... | ..... | .... |

# TABLE XIII.

## APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR SUMMER TERM ENDED OCTOBER 31, 1883.

| MUNICIPALITIES. | Grand Total days' attendance made by all the Pupils. | On account of Teachers employed. | On account of average attendance of Pupils. | On acc't of Pupils attending Halifax School for Blind. | Total amount apportioned. | Amount per Pupil in attendance the full Term. |
|---|---|---|---|---|---|---|
| Annapolis ..... | 228685 | $1250 49 | $1809 66 | $30 00 | $3090 15 | .86 |
| Antigonish ..... | 168286 | 1041 93 | 1637 07 | 30 00 | 2709 00 | 1.03 |
| Cape Breton .... | 310665 | 1581 93 | 3101 82 | ..... | 4683 73 | 1.05 |
| Colchester ..... | 314735 | 1435 21 | 2023 50 | 30 00 | 3488 71 | .85 |
| Cumberland .... | 302850 | 1836 67 | 2237 06 | 30 00 | 4103 73 | .82 |
| Digby ..... | 145116 | 656 57 | 1158 36 | ..... | 1814 93 | .89 |
| Clare ..... | 103224 | 358 84 | 808 46 | ..... | 1167 30 | .89 |
| Guysborough .... | 102927 | 618 77 | 1299 42 | 21 59 | 1939 78 | 1.33 |
| St. Mary's ..... | 44901 | 292 08 | 443 31 | 8 41 | 743 80 | 1.02 |
| Halifax Co..... | 315483 | 1491 86 | 3250 64 | 30 00 | 4772 50 | 1.12 |
| Hants, East .... | 136000 | 691 22 | 834 20 | 26 58 | 1552 00 | .68 |
| " West .... | 162491 | 669 79 | 1248 29 | 33 42 | 1951 50 | .82 |
| Inverness ..... | 244322 | 1701 30 | 2145 70 | ..... | 3847 00 | .97 |
| Kings ..... | 239212 | 1201 03 | 2288 97 | 30 00 | 3520 00 | 1.01 |
| Lunenburg and New Dublin | 238120 | 1170 46 | 2300 28 | 49 26 | 3526 00 | 1·03 |
| Chester ..... | 52945 | 292 99 | 464 69 | 10 74 | 768 42 | .91 |
| Pictou ..... | 390767 | 1830 89 | 3439 11 | 60 00 | 5330 00 | .94 |
| Queens ..... | 125420 | 666 21 | 920 28 | ..... | 1586 49 | .76 |
| Richmond ..... | 145842 | 870 83 | 1407 41 | ..... | 2278 24 | 1.02 |
| Shelburne ..... | 92782 | 497 10 | 646 85 | 15 55 | 1159 50 | .77 |
| Barrington ..... | 77330 | 357 88 | 705 12 | 14 45 | 1077 45 | .99 |
| Victoria ..... | 91893 | 746 33 | 1093 67 | 30 00 | 1870 00 | 1.32 |
| Yarmouth ..... | 137470 | 557 25 | 1153 47 | 16 23 | 1726 95 | .91 |
| Argyle ..... | 123382 | 448 63 | 1003 25 | 13 77 | 1465 65 | .87 |
| Total, 1883.... | 4294848 | 22266 24 | 37420 59 | 480 00 | 60166 83 | .95 |
| " 1882.... | 4251644 | 21787 81 | 31167 82 | 420 00 | 53375 63 | .83 |
| Increase .... | 43204 | 478 43 | 6252 77 | 60 00 | 6791 20 | .12 |
| Decrease.... | ..... | ..... | ..... | ..... | ..... | .... |

## TABLE XIV.—EXPENDITURE OF GOVERNMENT FUNDS.—Public Schools, Special Academies, &c.

| COUNTY. | Common Schools. Paid to Teachers—Winter Term. | Paid to Teachers—Summer Term. | Total. | County Academies for the year. | Total assignable to Counties. |
|---|---|---|---|---|---|
| Annapolis | $4147 51 | $4235 05 | $ 8382 56 | $ 600 00 | $ 8982 56 |
| Antigonish | 3306 26 | 3599 25 | 6905 51 | 600 00 | 7505 51 |
| Cape Breton | 5202 42 | 5095 38 | 10297 80 | 600 00 | 10897 80 |
| Colchester | 4956 51 | 5194 64 | 10151 15 | ..... | 10151 15 |
| Cumberland | 4571 96 | 5534 85 | 10106 81 | 600 00 | 10706 81 |
| Digby | 2934 52 | 3155 74 | 6090 26 | 600 00 | 6690 26 |
| Guysborough | 2350 49 | 2654 10 | 5004 59 | 600 00 | 5604 59 |
| Halifax County | 4695 12 | 4810 12 | 9505 24 | ..... | 9505 24 |
| " City | 4746 35 | 4716 55 | 9462 90 | ..... | 9462 90 |
| Hants | 4090 69 | 4549 18 | 8639 87 | 600 00 | 9239 87 |
| Inverness | 5399 96 | 4506 54 | 10906 50 | 600 00 | 11406 50 |
| Kings | 4518 56 | 3912 56 | 8431 12 | 600 00 | 9031 12 |
| Lunenburg | 4481 63 | 4252 38 | 8734 01 | 600 00 | 9334 01 |
| Pictou | 6188 15 | 6203 65 | 12391 80 | ..... | 12391 80 |
| Queens | 1859 74 | 2010 26 | 3870 00 | 600 00 | 4470 00 |
| Richmond | 2346 76 | 2578 66 | 4925 42 | 600 00 | 5525 42 |
| Shelburne | 2480 25 | 2492 83 | 4973 08 | 600 00 | 5533 08 |
| Victoria | 2075 31 | 1960 38 | 4035 69 | 600 00 | 4635 69 |
| Yarmouth | 3755 83 | 3291 36 | 7047 19 | 600 00 | 7647 19 |
| Total, 1883 | $74108 02 | $75653 48 | $149761 50 | $9000 00 | $158761 50 |
| " 1882 | 74026 35 | 75031 87 | 149058 22 | 7450 00 | 156508 22 |
| Increase | 81 67 | 621 61 | 703 28 | 1550 00 | 2253 28 |
| Decrease | ..... | ..... | ..... | ..... | ..... |

| Other Services, and Total Expenditure for Education. | |
|---|---|
| Inspectors' Salaries | $10950 00 |
| " Stationery, Postage, &c. | 500 00 |
| Examination | 535 95 |
| Travelling Expenses Normal School Pupils | 752 85 |
| Salaries | 3000 00 |
| Travelling Expenses (Superintendent) | 400 00 |
| Office Expenses (Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, &c.) | 1044 17 |
| Interest | 127 65 |
| Total | $ 17310 62 |
| Last Column | 158761 50 |
| Total for Public Schools, 1883 | 176072 62 |
| " " 1882 | 173877 18 |
| Increase | $ 2194 94 |
| Total for Public Schools | $176072 12 |
| " Special Academies | 4000 00 |
| " Normal and Model Schools | 6015 00 |
| Total Expenditure for 1883 | $186087 12 |
| " " " 1882 | 184627 18 |
| Increase | $ 1459 94 |

## TABLE XV.—AVERAGE SALARY OF MALE TEACHERS FOR THE SCHOOL YEAR 1882–83.

FROM RATES PAID DURING TERM ENDED APRIL 30TH, 1883.

| COUNTY. | Annual Average Salary of Male Teachers. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1st Class—Grades A and B. | | | 2nd Class—Grade C. | | | 3rd Class—Grade D. | | |
| | Provincial Gr a | From Section. | Total. | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. |
| Annapolis | $120 00 | $283 64 | $403 64 | $90 00 | $189 12 | $279 12 | $60 00 | $132 57 | $192 57 |
| Antigonish | 120 00 | 186 00 | 306 00 | 90 00 | 152 00 | 242 00 | 60 00 | 127 00 | 187 00 |
| Cape Breton | 120 00 | 291 75 | 411 75 | 90 00 | 150 42 | 240 42 | 60 00 | 84 97 | 144 97 |
| Colchester | 120 00 | 297 50 | 417 50 | 90 00 | 191 00 | 281 00 | ..... | ..... | ..... |
| Cumberland | 120 00 | 290 00 | 410 00 | 90 00 | 176 00 | 266 00 | 60 00 | 141 00 | 201 00 |
| Digby | 120 00 | 295 50 | 415 50 | 90 00 | 188 75 | 278 75 | 60 00 | 181 38 | 241 38 |
| Guysborough | 120 00 | 205 00 | 325 00 | 90 00 | 166 00 | 256 00 | 60 00 | 128 50 | 188 50 |
| Halifax, County | 120 00 | 348 00 | 468 00 | 90 00 | 204 00 | 294 00 | 60 00 | 148 00 | 208 00 |
| " City | 120 00 | 549 00 | 669 00 | 90 00 | 360 00 | 450 00 | 60 00 | 354 00 | 414 00 |
| Hants | 120 00 | 308 56 | 428 56 | 90 00 | 225 50 | 315 50 | 60 00 | 158 80 | 218 80 |
| Inverness | 120 00 | 216 00 | 336 00 | 90 60 | 120 00 | 210 00 | 60 00 | 102 00 | 162 00 |
| Kings | 120 00 | 316 90 | 436 90 | 90 00 | 226 10 | 316 10 | ..... | ..... | ..... |
| Lunenburg | 120 00 | 253 33 | 373 33 | 90 00 | 178 50 | 268 50 | 60 00 | 144 00 | 204 00 |
| Pictou | 120 00 | 296 66 | 416 66 | 90 00 | 181 66 | 271 66 | 60 00 | 131 66 | 191 66 |
| Queens | 120 00 | 275 00 | 395 00 | 90 00 | 180 00 | 270 00 | 60 00 | 80 00 | 140 00 |
| Richmond | 120 00 | 177 55 | 297 55 | 90 00 | 125 41 | 215 41 | 60 00 | 81 41 | 141 41 |
| Shelburne | 120 00 | 274 86 | 394 86 | 90 00 | 215 75 | 305 75 | 60 00 | 158 00 | 218 00 |
| Victoria | 120 00 | 240 00 | 360 00 | 90 00 | 132 00 | 222 00 | 60 00 | 100 00 | 160 00 |
| Yarmouth | 120 00 | 380 12 | 500 12 | 90 00 | 230 00 | 320 00 | 60 00 | 230 00 | 290 00 |
| Average Salary, 1883 | 120 00 | 288 70 | 408 70 | 90 00 | 189 06 | 279 06 | 60 00 | 146 07 | 206 07 |
| " " 1882 | 120 00 | 268 58 | 388 58 | 90 00 | 182 24 | 272 24 | 60 00 | 138 29 | 198 29 |
| Increase | ..... | 20 12 | 20 12 | ..... | 6 82 | 6 82 | ..... | 7 78 | 7 78 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE XV.—(Continued).—AVERAGE SALARY OF FEMALE TEACHERS FOR THE SCHOOL YEAR 1882–3.

From Rates Paid during Term ended April 30th, 1883.

| COUNTY. | Annual Average Salary of Female Teachers. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1st Class—Grade B. | | | 2nd Class—Grade C. | | | Third Class—Grade D. | | |
| | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. |
| Annapolis | $120 00 | $110 00 | $230 00 | $90 00 | $116 73 | $206 73 | $60 00 | $90 37 | $150 37 |
| Antigonish | 120 00 | 160 00 | 280 00 | 90 00 | 114 00 | 204 00 | 60 00 | 96 00 | 156 00 |
| Cape Breton | 120 00 | 310 00 | 430 00 | 90 00 | 141 50 | 231 58 | 60 00 | 92 58 | 152 58 |
| Colchester | 120 00 | 167 50 | 287 50 | 90 00 | 146 00 | 236 00 | 60 00 | 100 85 | 160 85 |
| Cumberland | 120 00 | 192 00 | 312 00 | 90 00 | 128 00 | 218 00 | 60 00 | 98 00 | 158 00 |
| Digby | 120 00 | 115 00 | 235 00 | 90 00 | 140 00 | 230 00 | 60 00 | 100 50 | 160 50 |
| Guysborough | 120 00 | 215 00 | 335 00 | 90 00 | 148 50 | 238 50 | 60 00 | 109 00 | 169 00 |
| Halifax County | 120 00 | 210 00 | 330 00 | 90 00 | 161 00 | 251 00 | 60 00 | 108 00 | 168 00 |
| " City | 120 00 | 255 00 | 375 00 | 90 00 | 240 00 | 330 00 | 60 00 | 210 00 | 270 00 |
| Hants | 120 00 | 260 00 | 380 00 | 90 00 | 161 00 | 251 00 | 60 00 | 112 00 | 172 00 |
| Inverness | ..... | ..... | ..... | 90 00 | 136 00 | 226 00 | 60 00 | 100 00 | 160 00 |
| Kings | 120 00 | 144 00 | 264 00 | 90 00 | 139 76 | 229 76 | 60 00 | 101 34 | 161 34 |
| Lunenburg | 120 00 | 193 33 | 313 33 | 90 00 | 127 50 | 217 50 | 60 00 | 101 33 | 161 33 |
| Pictou | 120 00 | 143 50 | 263 50 | 90 00 | 135 45 | 225 45 | 60 00 | 97 80 | 157 80 |
| Queens | 120 00 | 160 00 | 280 00 | 90 00 | 128 00 | 218 00 | 60 00 | 90 00 | 150 00 |
| Richmond | 120 00 | 80 00 | 200 00 | 90 00 | 72 63 | 162 63 | 60 00 | 57 63 | 117 63 |
| Shelburne | 120 00 | 157 00 | 277 00 | 90 00 | 145 13 | 235 13 | 60 00 | 112 47 | 172 47 |
| Victoria | 120 00 | 120 00 | 240 00 | 90 00 | 100 00 | 190 00 | 60 00 | 81 00 | 141 00 |
| Yarmouth | 120 00 | 216 00 | 336 00 | 90 00 | 188 84 | 278 84 | 60 00 | 132 64 | 192 64 |
| Average Salary, 1883 | 120 00 | 178 24 | 298 24 | 90 00 | 140 53 | 230 53 | 60 00 | 104 81 | 164 81 |
| " " 1882 | 120 00 | 168 59 | 288 59 | 90 00 | 135 53 | 225 53 | 60 00 | 99 17 | 159 17 |
| Increase | ..... | 9 65 | 9 65 | ..... | 4 98 | 4 98 | ..... | 5 64 | 5 64 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE XVI.—PUBLIC SCHOOLS: COUNTY ACADEMIES—(EMBODIED IN THE FOREGOING TABLES.)

| ACADEMY. | HEAD MASTER. | Salary of Head Master. | No. of Teachers in all departments of the Academies. | No. of Departments. | In all Departments. | | | In the High School only. | | | | | | | | Number studying the Languages (in all the Departments.) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | English. | | | | | Latin. | | | Greek. | | | French. | | |
| | | | | | Whole No of *different* pupils enrolled during the year. | Average No. of pupils daily present—Winter Term. | Average No. of pupils daily present—Summer Term. | Whole No. of *different* pupils enrolled during the year. | Average No. of pupils daily present—Winter Term. | Average No of pupils daily present—Summer Term. | No. of High School pupils belonging to the Section. | No. belonging to the County, outside the Section. | No. not belonging to County. | No. of Males. | No. of Females. | Reading & Elocution. | Spelling. | Grammar & Analysis. | Composition. | Rhetoric. | Rudiments. | Translating authors. | Total studying Latin. | Rudiments. | Translating authors. | Total studying Greek. | Colloquial. | Translating authors. | Total studying French. |
| Annapolis | Alex. McRae | $750 | 5 | 5 | 250 | 127 | 137 | 52 | 31 | 23 | 42 | 9 | 1 | 28 | 24 | 250 | 250 | 161 | 82 | ... | 12 | 3 | 15 | 3 | ... | 3 | 17 | 3 | 20 |
| Antigonish | A. G. McDonald, A.M. | 700 | 10 | 10 | 470 | 360 | 225 | 50 | 38 | 20 | 4 | 15 | 31 | 50 | ... | 461 | 411 | 299 | 66 | 39 | 24 | 26 | 50 | 8 | 9 | 17 | 35 | 20 | 35 |
| Cape Breton | H. McInnis<br>B. McKittrick, B.A. | 900 | 6 | 6 | 407 | 216 | 230 | 75 | 43 | 31 | 49 | 21 | 5 | 43 | 32 | 386 | 384 | 275 | 117 | ... | 26 | 16 | 42 | 8 | 6 | 14 | ... | ... | ... |
| Cumberland | E. J. Lay | 800 | 8 | 7 | 475 | 238 | 216 | 39 | 21 | 16 | 21 | 15 | 3 | 18 | 21 | 417 | 435 | 350 | 162 | ... | 19 | 10 | 29 | ... | 2 | 2 | ... | 8 | 8 |
| Digby | W. H. Magee | 700 | 5 | 5 | 275 | 146 | 140 | 49 | 30 | 19 | 43 | 6 | ... | 27 | 22 | 275 | 275 | 140 | 133 | ... | 16 | 6 | 22 | 4 | 3 | 4 | ... | ... | ... |
| Guysborough | E. J. Torey, B. A. | 700 | 3 | 3 | 173 | 74 | 66 | 45 | 19 | 9 | 38 | 6 | 1 | 24 | 21 | 173 | 173 | 97 | 12 | ... | 2 | ... | ... | ... | ... | ... | ... | ... | ... |
| Hants | J. Godfrey<br>H. Elliott | 850 | 9 | 8 | 565 | 295 | 310 | 60 | 20 | 22 | 41 | 1 | ... | 5 | 37 | 478 | 478 | 345 | 105 | ... | 8 | 2 | 10 | 2 | 2 | 2 | ... | ... | ... |
| Inverness | G. O. Forsyth, B. A. | 600 | 3 | 3 | 155 | 59 | 84 | 41 | 22 | 23 | 35 | 3 | 3 | 18 | 23 | 155 | 155 | 97 | 12 | ... | 3 | ... | 3 | ... | ... | ... | ... | ... | ... |
| Kings | A. J. Denton, A. B.<br>G. W. Dill | 700 | 4 | 4 | 278 | 161 | 166 | 78 | 37 | 44 | 54 | 21 | 3 | 41 | 37 | 278 | 278 | 278 | 120 | ... | 20 | 10 | 30 | 3 | 5 | 8 | ... | ... | ... |
| Lunenburg | E. H. Owen | 650 | 7 | 7 | 461 | 285 | 266 | 38 | 22 | 21 | 27 | 11 | ... | 10 | 28 | 456 | 456 | 341 | 33 | 25 | 18 | ... | 18 | 1 | ... | 1 | 5 | ... | 5 |
| Queens | Nicholas Smith | 650 | 7 | 7 | 415 | 283 | 236 | 53 | 31 | 20 | 37 | 14 | 2 | 28 | 25 | 410 | 410 | 193 | 25 | ... | 14 | 15 | 29 | 7 | 6 | 13 | ... | ... | ... |
| Richmond | M. McKinnon | 400 | 3 | 3 | 93 | 44 | 41 | 24 | 13 | 5 | 24 | ..... | ... | 24 | 0 | 24 | 24 | 24 | 11 | 24 | 4 | 4 | 4 | 1 | ... | 1 | 3 | ... | 3 |
| Shelburne | Henry McIntosh | 750 | 5 | 5 | 260 | 141 | 167 | 33 | 18 | 16 | 26 | 6 | 1 | 16 | 17 | 260 | 257 | 102 | 60 | ... | ... | 8 | 8 | 3 | 3 | ... | ... | ... | ... |
| Victoria | George Patterson, B.A. | 600 | 4 | 4 | 194 | 90 | 83 | 31 | 13 | 12 | 17 | 12 | 2 | 16 | 15 | 194 | 194 | 152 | 25 | ... | 18 | 5 | 23 | 3 | 2 | 3 | 9 | 5 | 9 |
| Yarmouth | A. Cameron | 1000 | 7 | 7 | 482 | 259 | 285 | 88 | 51 | 38 | 57 | 27 | 4 | 31 | 57 | 460 | 393 | 270 | 343 | 26 | 18 | 6 | 24 | 3 | 1 | 4 | ... | 18 | 44 |
| Truro Model Schools | B. McKittrick, B.A.<br>John A. Smith, B.A. | 850 | 12 | 12 | 1009 | 515 | 452 | 51 | 25 | 16 | 38 | 13 | ... | 21 | 30 | 1009 | 1009 | 877 | 51 | ... | 25 | 3 | 28 | 8 | 1 | 9 | ... | ... | 72 |

## TABLE XVI.—(Continued.) PUBLIC SCHOOLS: COUNTY ACADEMIES.

| ACADEMY. | IN ALL THE DEPARTMENTS. | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fine Arts. | | | Mathematics. | | | | | | Geography. | | History. | | | | Elements of Natural Science. | | | | | Other Branches. | |
| | Vocal Music. | Drawing. | Penmanship. | Arithmetic. | Algebra. | Geometry. | Trigonometry. | Navigation. | Surveying. | Modern. | Ancient. | British America. | British. | Grecian. | Roman. | Chemistry. | Botany. | Zoology. | Astronomy. | Total studying Natural Science. | Natural Philosophy. | Keeping of Accounts. |
| Annapolis | ..... | 185 | 243 | 250 | 30 | 18 | 3 | ..... | ..... | 186 | ..... | 134 | 72 | 6 | 6 | ..... | ..... | ..... | ..... | ..... | ..... | 54 |
| Antigonish | 25 | 41 | 303 | 328 | 94 | 94 | 31 | 31 | ..... | 277 | 17 | 58 | 114 | 17 | 24 | 30 | ..... | ..... | 4 | 34 | 29 | 20 |
| Cape Breton | 225 | ..... | 308 | 407 | 128 | 118 | 29 | 29 | 10 | 325 | 16 | 138 | 184 | 34 | 34 | 75 | 53 | ..... | ..... | 128 | 12 | 43 |
| Cumberland | 261 | 352 | 316 | 475 | 79 | 79 | ..... | ..... | ..... | 239 | 29 | 250 | 92 | 39 | 39 | 30 | 295 | 194 | ..... | 295 | 3 | 40 |
| Digby | ..... | 45 | 275 | 275 | 31 | 18 | ..... | ..... | ..... | 273 | ..... | 130 | 80 | ..... | 6 | 40 | 32 | ..... | ..... | 72 | ..... | 42 |
| Guysborough | ..... | 173 | 173 | 173 | 45 | 45 | 2 | ..... | ..... | 137 | ..... | 64 | 71 | ..... | ..... | 12 | ..... | ..... | ..... | 12 | 12 | 12 |
| Hants | 256 | 324 | 378 | 478 | 80 | 80 | ..... | 2 | ..... | 297 | 2 | 100 | 123 | ..... | 2 | 10 | 32 | ..... | ..... | 42 | 37 | 10 |
| Inverness | 118 | 85 | 155 | 155 | 36 | 12 | ..... | ..... | ..... | 97 | ..... | 63 | 85 | ..... | ..... | 27 | 70 | 35 | ..... | 83 | ..... | ..... |
| Kings | 137 | 228 | 278 | 278 | 57 | 15 | 3 | 2 | ..... | 206 | ..... | 90 | 77 | ..... | ..... | 40 | 200 | ..... | ..... | 240 | 2 | 11 |
| Lunenburg | 453 | 310 | 455 | 459 | 75 | 73 | 7 | 9 | 6 | 342 | ..... | 147 | 94 | ..... | ..... | 25 | 22 | 23 | ..... | 20 | 5 | 70 |
| Queens | 235 | 160 | 288 | 415 | 61 | 35 | ..... | ..... | ..... | 278 | 53 | 28 | 141 | ..... | 53 | ..... | ..... | ..... | ..... | ..... | ..... | 57 |
| Richmond | ..... | ..... | 24 | 24 | 10 | 13 | 2 | ..... | ..... | 19 | ..... | 10 | 12 | ..... | ..... | 1 | ..... | ..... | ..... | 1 | ..... | 6 |
| Shelburne | 189 | ..... | 168 | 168 | 42 | 42 | 3 | 2 | ..... | 189 | 2 | 63 | 60 | 2 | 2 | 27 | 64 | 64 | ..... | 91 | 2 | 15 |
| Victoria | ..... | ..... | 194 | 183 | 65 | 31 | 2 | 7 | ..... | 140 | ..... | 101 | 81 | ..... | 25 | 9 | ..... | ..... | ..... | 9 | ..... | 31 |
| Yarmouth | 386 | 444 | 278 | 474 | 80 | 43 | 3 | 3 | ..... | 391 | 3 | 174 | 100 | 3 | 3 | 32 | 35 | 288 | ..... | 340 | 55 | 35 |
| Truro Model Schools | 850 | 295 | 1009 | 1009 | 147 | 125 | 3 | ..... | ..... | 611 | ..... | 152 | 214 | ..... | ..... | 75 | ..... | ..... | ..... | 75 | ..... | 135 |

## TABLE XVII.—SPECIAL ACADEMIES.

| ACADEMY. | PRINCIPAL. | Instructors. | | | Number of Pupils, their Age, &c. | | | | | | | | | | | | | | | Expenses. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of regular Teachers. | No. of regular Assistants. | No. Assistants engaged part of time for special branches. | Whole No. of Pupils enrolled during year. | Average No. of Pupils on roll. | Average No. of Pupils daily present. | No. of new Pupils for year. | No. former Pupils 2nd year of attendance. | No. former Pupils 3rd year or upwards. | No. of enrolled Pupils belonging to Municipality or Town. | No. belonging to County but outside of Municipality or Town. | No. from outside of Co. | No. from Nova Scotia. | No. from other Countries. | No. of Pupils under 15 years of age. | No. of Pupils 15 years of age and upwards. | Average age of Pupils. | | Annual Tuition Fee.—Advanced Pupils. | No. of Weeks in Session during year. |
| Pictou Academy | A.H. McKay, B.A., B, Sc. | 3 | ..... | 1 | 194 | 143 | 101 | 93 | 57 | 44 | 99 | 52 | 43 | 189 | 5 | 63 | 131 | 17½ | | $12 | 42 |
| Institution for Deaf and Dumb. | J. Scott Hutton, M. A. | 4 | ..... | 3 | 76 | ..... | 60 | 15 | 15 | 46 | ..... | ..... | ..... | 42 | 34 | 52 | 24 | ..... | | (a) | 44 |
| Halifax High School | Edwin Gilpin, D. D. | 4 | ..... | ..... | 129 | 88 | 81 | 49 | 80 | ..... | ..... | ..... | ..... | 124 | 5 | 70 | 59 | 14 | | $20 | 40¾ |

## TABLE XVII.—(Continued)—SPECIAL ACADEMIES.

| Academy. | Number Studying the Languages. | | | | | | | | | | | | | | | Fine Arts. | | | Mathematics. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | English. | | | | | Latin. | | | Greek. | | | Modern Langu ges. | | | | | | | | | | | | | |
| | Reading and Elocution. | Spelling. | Grammar and Analysis. | Composition. | Rhetoric. | Rudiments. | Translating Authors. | Total studying Latin. | Rudiments. | Translating Authors. | Total studying Greek. | French (Colloquial). | Translating French Authors. | Other Modern Languages. | Total studying Modern Languages. | Music. | Drawing. | Penmanship. | Arithmetic. | Algebra. | Geometry. | Trigonometry. | Navigation. | Surveying. | Other Mathematical Branches. |
| Pictou Academy | 131 | 131 | 191 | 191 | 191 | 70 | 59 | 129 | 27 | 21 | 48 | 63 | 9 | ..... | 72 | ..... | 135 | ..... | 191 | 191 | 191 | 42 | 43 | 42 | ..... |
| Institution for Deaf and Dumb | (b) | (b) | (b) | (b) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 76 | 76 | 76 | ..... | ..... | ..... | ..... | ..... | ..... |
| Halifax High School | 129 | 129 | 129 | 129 | 129 | 49 | 80 | 129 | 42 | 22 | 42 | 63 | 50 | 16 | 129 | ..... | ..... | 129 | 129 | 81 | 127 | 11 | ..... | ..... | ..... |

## TABLE XVII.—(Continued)—SPECIAL ACADEMIES.

| ACADEMY. | Geography. | | | History. | | | | | Elements of Natural Science. | | | | | | Other Branches. | | | | | | | | Prizes. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Modern. | Ancient. | Use of Globes. | British America. | British. | Grecian. | Roman. | Outlines of Universal. | Chemistry. | Botany. | Zoology. | Mineralogy and Geology. | Astronomy. | Total studying Natural Sciences. | Natural Philosophy. | Chemistry applied to Agriculture. | Elements of Political Economy. | Elements of Logic. | Elements of Moral Science | Keeping of Accounts. | English Literature. | Physiology. | No. awarded during year. | Value Prizes awarded during year. |
| Pictou Academy | 191 | 60 | 191 | 131 | 177 | 21 | 59 | 21 | 60 | 74 | 45 | 59 | 59 | 191 | 42 | 60 | ..... | ..... | ..... | 130 | ..... | 51 | ..... | ..... |
| Institution for Deaf and Dumb | 23 | ..... | ..... | ..... | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | $8.60 |
| Halifax High School | 129 | 20 | ..... | 40 | 129 | ..... | ..... | ..... | 38 | ..... | ..... | ..... | ..... | 68 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 30 | 20 | ..... |

## TABLE XVII.—(Continued)—SPECIAL ACADEMIES.

| EMY. | Rooms, Etc. | | Library and Apparatus. | | | | | | | Income. | | | | Expenditure. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of School Rooms and Class Rooms. | Style of Desks. | No. of bound Vols. added to Library. | Total No. of bound Vols. in Library. | No. of Globes. | No. good Wall Maps. | No. 4to. Dictionaries and Gazetteers. | Estimated Cash Value of other Apparatus. | Estimated Cash Value of all Apparatus. | From Fees and Contributions. | From Rents, Invested Funds, &c. | Provincial Grant. | Total. | Salaries of Instructors. | Average of Salaries. | Expended on Buildings and Repairs. | Expended for Books and Apparatus. | Miscellaneous. | Total. |
| Pictou Academy | 10 | Patent | ..... | 815 | 4 | 46 | 2 | $750 | $2050 | $321 | $2333 | $1400 | $4054 | $2550 | $637 | ..... | $110 | $1394 | $4054 |
| Institution for Deaf & Dumb. | 3 | Dawson | ..... | ..... | 2 | 20 | ..... | ..... | ..... | 1798 | 1958 | 2000 | (c)8037 | 2760 | 675 | $701 | ..... | (d)4763 | 7965 |
| Halifax High School | 4 | Patent | ..... | ..... | 1 | 8 | 6 | ..... | ..... | ..... | ..... | ..... | ..... | 4700 | 1175 | ..... | ..... | ..... | ..... |

## TABLE XVII.—COUNTY ACADEMIES AND SPECIAL ACADEMIES—(CONTINUED.)

### PICTOU ACADEMY.

*Income from Rents, &c.*—The $2,333 in this column is the amount paid out of the general school fund of the Municipality for Academic purposes.

A. H. McKAY, B. A., B. Sc.,
*Principal.*

### DEAF AND DUMB INSTITUTION.

*(a)* *Eighty dollars* is the nominal charge, but most of the pupils are boarded and educated *free.*

*(b)* Mere tabulated returns give no proper idea of the work done in a school like this. The specific object of Deafmute Education is to impart a practical knowledge of common English, such as the youngest hearing child possesses before he goes to school. Everything taught is subsidiary to this end.

*(c)* This includes $1500 from New Brunswick, $300 from P. E. Island, and $500 from Newfoundland.

*(d)* Under this head is included Matron's salary, Servants' wages, Board of Pupils, fuel, gas, and all other household expenses.

The financial returns are from the Treasurer's account as published in the last Annual Report of the Institution—that for 1883 not being yet published.

J. SCOTT HUTTON, M. A.,
*Principal.*

### QUEENS COUNTY ACADEMY.

Nearly one-half of the *daily* attendance in the High School is *outside* section No. 3. A considerable number attend the lower departments also from whom no fees are exacted.

NICHOLAS SMITH,
*Principal.*

## Cape Breton County Academy.

At the recent Teachers' Examination Mr. E. T. MacKeen, of the Preparatory Department, passed most creditably the examination for Grade A. By an arrangement between the Principal and him, and with the consent of the trustees, Mr. McKittrick teaches Arithmetic, Algebra and Geometry in the Prep. Department, while Mr. MacKeen takes charge of the Latin, Grammar and Analysis, and History classes in the Academy. Judging from the results of the past summer's work, we have every reason to believe that this division of labor has resulted most beneficially to the Academy. And while we are now employing two Grade A teachers, we hope ere long that such an arrangement may be effected by the C. P. I. as will enable us to employ an additional teacher, and thus have the present Grade A teachers engaged exclusively in Academic work.

During the winter term of 1882–83 Hector McInnis, Esq., (Grade A), filled the position of Principal of our Academy.

B. McKITTRICK, B. A.,
*Head Master.*

## TABLE XVIII.

### SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION, 1883.

| | |
|---|---|
| Common Schools | $ 149,761 50 |
| Normal School | 6,015 00 |
| Special Academies | 4,000 00 |
| County Academies | 9,000 00 |
| Inspection | 11,450 00 |
| Expenses Office | 1,044 17 |
| Salaries | 3,400 00 |
| Travelling expenses, Normal School Pupils | 752 85 |
| Examination | 535 95 |
| Interest | 127 65 |
| | $ 186,087 12 |

# PART III.

# APPENDICES.

## APPENDIX A.

# REPORT OF THE NORMAL SCHOOL.

To DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

SIR,—The following Report of the Normal School for the Session of 1882–3 is respectfully submitted.

The total number of students enrolled was one hundred and twenty-five, representing the various counties as follows:—

| | | | |
|---|---|---|---|
| Colchester | 35 | Digby | 3 |
| Cumberland | 23 | Queens | 3 |
| Hants | 12 | Inverness | 3 |
| Kings | 11 | Yarmouth | 2 |
| Annapolis | 10 | Lunenburg | 2 |
| Halifax | 5 | Victoria | 2 |
| Pictou | 5 | Richmond | 2 |
| Guysboro' | 5 | Antigonish | 1 |
| New Brunswick | 1 | | |

It will be observed that the counties of Shelburne and Cape Breton sent us no students.

Seventy-five students of the one hundred and twenty-five enrolled attended throughout the whole of the session. Of the remaining fifty, who attended only a part of the session, a few were unable to prosecute their studies in consequence of ill-health; some left us at the end of April to take charge of schools; and others were students of some former year who were admitted at different periods, but chiefly at the first of May, to complete an unfinished course.

We awarded in all eighty-two diplomas, including three of Grade *Superior*, forty-four of Grade *Good*, and thirty-five of Grade *Fair*.

The Governor-General's medals were awarded to the writers of the best essays on "Froebel and the Kindergarten." The silver medal was taken by Mr. Daniel Brehaut of Halifax County, and the bronze medal by Miss Bessie Freeman of Queens.

Owing to the unusual severity of the past winter, the item of fuel in my account of expenditure considerably exceeds that of former years. In very cold and windy weather our heating apparatus —which is on the hot water principle—is scarcely adequate to the work of keeping the building at a comfortable temperature.

I feel confident that the work of the session will, to a reasonable extent, tend to elevate the character of the teaching of our public schools. It is too much to assume that all who were under training will become successful teachers. Some of the elements of success are not communicable and cannot be acquired. Then, many of our students are under the necessity of so dividing their energies between matter and method,—between the acquisition of knowledge and that of practical skill in teaching,—that they do not derive the fullest measure of that strictly professional benefit which the Institution is able, under more advantageous circumstances, to afford.

I have the honor to be,

Yours with respect,

J. B. CALKIN.

Truro, Dec. 31, 1883.

# Students of Normal School, 1882-3.

s whose names are marked thus* were not examined for License at close of Session.

| NAME. | COUNTY. | Grade of License on entering. | Grade of License obtained. | Normal School Diploma. |
|---|---|---|---|---|
| E. Grierson ..... | Kings, | C | B | Good. |
| Smith ..... | Queens, | C | C | " |
| M. Harlow ..... | Queens, | C | B | " |
| ie M. Grierson .... | Kings, | C | .. | Fair. |
| H. Allan ..... | Yarmouth, | C | B | Good. |
| F. Churchill..... | Yarmouth, | D | B | " |
| McDougall ..... | Colchester, | C | B | " |
| H. McGregor .... | Annapolis, | C | .. | Fair. |
| M. Hislop ..... | Colchester, | D | C | " |
| . Richardson..... | Colchester, | None | D | " |
| Crane ..... | BaieVerte, N.B. | " | C | Good. |
| McKay ..... | Pictou, | C | .. | |
| Gillespie ..... | Cumberland, | None | .. | Good. |
| Tobin ..... | Kings, | D | C | " |
| A. Ritchie ..... | Annapolis, | None | B | " |
| M. Freeman..... | Queens, | C | B | Superior. |
| M. Terry ..... | Kings, | C | .. | |
| . Chapman..... | Cumberland, | C | B | Superior. |
| Leake ..... | Cumberland, | C | .. | Good. |
| Page Vickery .... | Cumberland, | C | .. | |
| Upham ..... | Colchester, | D | .. | |
| e Harris..... | Annapolis, | C | B | Good. |
| B. Prince ..... | Annapolis, | C | B | " |
| . Logan..... | Colchester, | C | C | Fair. |
| a F. Cox..... | Colchester, | C | .. | |
| Holesworth ..... | Hants, | None | B | Good. |
| L. Balcom..... | Annapolis, | D | .. | " |
| Starratt..... | Colchester, | None | C | " |
| Tuttle ..... | Cumberland, | D | .. | |
| . Gillmore..... | Kings, | D | C | Good. |
| M. Haliburton.... | Victoria, | C | B | Superior. |
| McKenzie..... | Victoria, | D | C | Good. |
| L. Ernst..... | Lunenburg, | C | B | " |
| itia Betts ..... | Cumberland, | D | C | Fair. |
| E. Coleman..... | Kings, | C | D | Good. |
| Dickie..... | Colchester, | None | B | " |

NORMAL SCHOOL.—(CONTINUED.)

| NAME. | COUNTY. | Grade of License on entering. | Grade of License obtained. | Normal School Diploma. |
|---|---|---|---|---|
| *Graham Creighton .... | Pictou, | B | .. | |
| *Elliott Lindsay ..... | Halifax, | D | .. | |
| Lenfest Ruggles ..... | Annapolis, | C | B | Superior. |
| Daniel Brehaut..... | Halifax, | C | C | Good. |
| *Laurence D. Shaffner.... | Annapolis, | None | .. | |
| O. Fletcher Best..... | Kings, | C | C | Good. |
| George H. Crowe..... | Colchester, | None | C | Fair. |
| Solon Purdy..... | Digby, | D | D | Good. |
| William Hutchinson .... | Kings, | None | C | Fair. |
| Robert M. Smith..... | Hants, | C | B | Good. |
| *Alex. A. McDonald..... | Antigonish, | C | .. | |
| Jotham N. Logan..... | Colchester, | None | B | Good. |
| Donald S. McIntosh..... | Inverness, | D | B | " |
| John F. Steele..... | Guysborough, | C | B | " |
| Roderick Finlayson ..... | Inverness, | C | B | " |
| Henry Simpson ..... | Hants, | C | C | " |
| *Jessie M. McCully..... | Colchester, | C | .. | |
| Jessie R. Olding..... | Pictou, | C | B | Good. |
| *Belle McNaughton..... | Guysborough, | C | .. | |
| *Alice Collins ..... | Digby, | C | .. | |
| James E. Barteaux..... | Annapolis, | D | B | Good. |
| Wm. A. DeWolfe..... | Hants, | C | C | " |
| Lucy Spencer ..... | Colchester, | C | B | |
| Lizzie Nelson ..... | Colchester, | None | .. | Fair. |
| Ada F. Farnell..... | Halifax, | D | C | " |
| Annie J. McLeod ..... | Richmond, | D | D | " |
| *Bella McDonald..... | Guysborough, | D | .. | " |
| Lucy Archibald ..... | Colchester, | None | C | " |
| Clara M. Archibald..... | Colchester, | " | C | " |
| *Emma J. McKay..... | Colchester, | " | .. | |
| Bella Hattie..... | Colchester, | " | C | Fair. |
| Susie Yuill ..... | Colchester, | " | C | " |
| Annie Yuill ..... | Colchester, | " | D | " |
| Rose E. Upham ..... | Colchester, | " | B | |
| Ella Fletcher..... | Colchester, | " | C | Good |
| *Anna M. Sutherland.... | Colchester, | " | .. | |
| Eva Eaton..... | Colchester, | " | C | Fair. |
| Maggie R. Burton..... | Hants, | " | C | |
| *Thira A. Fraser ..... | Cumberland, | " | .. | |
| *Emma L. McLean ..... | Guysborough, | D | .. | |
| Agnes McDonald..... | Guysborough, | None | .. | Fair. |
| Elmona Curry ..... | Hants, | " | D | " |
| Ada A. Ernst ..... | Lunenburg, | D | D | " |
| *Clara Gillespie ..... | Cumberland, | D | D | |

NORMAL SCHOOL.—(CONTINUED.)

| NAME. | COUNTY. | Grade of License on entering. | Grade of License obtained. | Normal School Diploma. |
|---|---|---|---|---|
| A. Cunningham.... | Pictou, | None | .. | |
| ). Parker..... | Annapolis, | D | C | Good. |
| a Stevens ..... | Hants, | None | C | " |
| ; B. Gray ..... | Colchester, | D | .. | |
| e Gray ..... | Colchester, | D | .. | |
| ie McDonald ..... | Inverness, | None | D | Fair. |
| Ray ..... | Hants, | " | .. | " |
| . Crowe..... | Colchester, | D | C | " |
| enia M. Crowe.... | Colchester, | None | .. | |
| R. Johnston..... | Colchester, | " | D | Fair. |
| P. Lindsay..... | Colchester, | " | .. | |
| F. Clark ..... | Halifax, | D | .. | |
| ı A. Crowe..... | Colchester, | None | .. | |
| McPhee ..... | Pictou, | D | .. | |
| ; Henderson ..... | Cumberland, | None | .. | |
| McNutt Chambers.. | Hants, | " | .. | Fair. |
| ; Gesner Kerr..... | Cumberland, | " | C | " |
| tte O'Brien..... | Hants, | " | C | Good. |
| )'Brien..... | Hants, | " | D | Fair. |
| ; Jennings ..... | Cumberland, | " | C | Good. |
| Smith ..... | Colchester, | D | C | |
| a Hunter ..... | Cumberland, | None | C | Good. |
| ogan ..... | Cumberland, | " | C | " |
| Pugsley ..... | Cumberland, | " | C | " |
| McIver ..... | Cumberland, | " | .. | Fair. |
| A. Chute ..... | Digby, | D | .. | |
| h Purdy..... | Cumberland, | Permissive | D | Fair. |
| J. Stevens..... | Colchester, | None | .. | " |
| J. Cuttle ..... | Colchester, | " | .. | " |
| Alex. McKenzie.... | Richmond, | " | C | " |
| P. Lumbard ..... | Kings, | D | .. | |
| R. Ilsley ..... | Annapolis, | None | C | Good. |
| Rockwell ..... | Kings, | " | C | Fair. |
| t M. Thompson .... | Hants, | D | .. | |
| e B. Bowles ..... | Kings, | " | .. | |
| ; E. Canavan ..... | Hants, | " | .. | |
| ; Mahoney ..... | Cumberland, | None | .. | Fair. |
| Bruce ..... | Halifax, | C | B | Good. |
| ıra E. Metcalfe .... | Cumberland, | C | .. | |
| nnie Atkins ..... | Cumberland, | D | .. | |
| I. Sayre ..... | Cumberland, | " | C | |
| S. Logan ..... | Cumberland, | " | .. | Good. |
| ; Bleakney ..... | Cumberland, | " | .. | |
| Ellis ..... | Colchester, | C | B | |
| M. Hatfield ..... | Cumberland, | C | C | |

## NORMAL SCHOOL.

| Year. | No. of Teachers. | STUDENTS. | | | | | EXPENDITURE. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total number enrolled. | Attended full Session. | Attended part of Session. | Average time of attendance in weeks. | Received Licenses. | Salaries of Teachers. | Salary of Janitor. | Fuel. | Contingencies, Stationery, &c. | Total. |
| 1883 | 5 | 125 | 75 | 50 | 26 | 77 | $4250 | $350 | $222 | $310 83 | $5132 83 |
| 1882 | 5 | 116 | 76 | 40 | 27 | 80 | 4150 | 350 | 168 | 307 26 | 4975 26 |

## MODEL SCHOOL.

| Year. | No. of Teachers. | PUPILS. | | | | | EXPENDITURE. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. registered Winter Term. | Average daily attendance Winter Term. | No. registered Summer Term. | Average daily attendance Summer Term. | Total No. different Pupils registered during year. | Salary of Teachers. | Amount received from Province. | Expended on Buildings and Grounds. | Cost of Fuel. | Salary of Janitor. | Insurance. | Total. |
| 1883 | 12 | 711 | 515 | 779 | 452 | 1009 | $4850 | $800 | $1469 | $195 | $250 | $43 50 | $6807 50 |
| 1882 | 12 | 699 | 523 | 758 | 567 | 891 | 4800 | 800 | 81 | 133 | 250 | 43 50 | 5307 50 |

## APPENDIX B.

# REPORTS OF INSPECTORS OF SCHOOLS.

## DISTRICT No. 1.—CITY AND COUNTY OF HALIFAX.

HINKLE CONDON, *Inspector.*

SIR,—

In February last the school-house in Head Harbor, Section No. 4, Margaret's Bay, was destroyed by fire. Immediately after a special meeting of the ratepayers was called, when it was resolved to take the necessary steps for a division of the Section.

At the meeting, in May, of the Board for the Western District, the Commissioners formed a new Section, called "East River," No. 3½ making in all 129 Sections in District No. 1. Of these, however, one —Kemptown—may be struck off, as the removal of the two families, upon which the school principally depended, has left less than half-a-dozen children, who are accommodated in an adjoining Section. Thus, as a result of the burning of the old school-house which, by the way, was well insured, we have now in the Head Harbor Section a new building that is in every way a credit to the people, and, in the East River, one in the course of erection.

In March, a gentleman in Halifax kindly offered to give one hundred dollars ($100) towards the building of a school-house in the African Settlement beyond Hammond's Plains, on condition that I would look after the expenditure of the money, so that he might be assured it would be used in good faith. I have since given four days to this Section, the last of which was very satisfactory to me, inasmuch as it was spent visiting the school in the new house. Truly these people are highly favoured, as they have now a new house, an excellent teacher, and a liberal grant of thirty pounds sterling per annum, without any limitations that at all interfere with our Public School system. The same gentleman also gave twenty dollars ($20) towards a new house in the Lucas (colored) Section, which with twenty-five dollars ($25) from yourself, has enabled these industrious people to provide a house, which is substantially built. I am also happy to report the house in the Lake Loon (colored) Section as now ready for a teacher, through the aid given by the Commissioners, yourself and a lady teacher in Dartmouth.

contrary to the teacher's own judgment. Such cases I now meet by pointing to the COURSE OF STUDY and saying, "This is at once your guide and safeguard; the subjects you are bound by law to teach, and the order in which they are to be taken, are clearly laid down, and, if you faithfully follow it, no one, neither parents nor Trustees nor Inspector, can legally interfere and set aside your authority in the school-room."

I most thoroughly endorse the COURSE OF STUDY which, if honestly adopted, will accomplish great things in systematizing our school-work and giving coherency and directness of aim to the instruction imparted. I lay stress on the constantly recurring charge which requires the pupils to "reproduce the substance of the lessons orally and in writing." Both as a teacher and Inspector, I have always emphasized this point, because I have always realized the value of the "power of expression" and have also felt that if our people are to become fluent speakers and ready writers the foundation of these acquisitions must be laid in the primary school, and built upon and improved in every successive grade.

Our best teachers appreciate the COURSE OF STUDY, and are prepared, heartily and in good faith, to carry out its instructions, which often give form and substance to their own best ideas, and a legal warrant for reducing them to practice; some few, if allowed, will quietly ignore it, but the larger number will need explanations and suggestions before they become familiar with its use. Much must depend upon the vigilance of the Inspector, who with young and inexperienced teachers, must be ready to point out that, so far from it being something formidable, it is calculated to make their work interesting and therefore easy.

The notice to trustees which recommends them to provide Smith's Manual, Calkin's Object Lessons and Prang's Natural History Series is quite disregarded, with the exception of the school at Bedford, which is honourably distinguished by having all the above and making an efficient use of them. Five other schools in the County have Smith's Manual, but in the rest where Drawing is taught the teacher has to procure the book himself or get along as best he can without it.

It will be seen by this that considerable apathy still prevails in regard to the necessary supply of books, maps, &c., to the serious hindrance of school work, and unless we can take a new departure in this respect the evil will still continue with increasingly bad results. It only remains for me to reiterate the statement made in former Reports that, unless the Inspector can be legally empowered to supply deficiencies of this sort out of the County Fund, in a majority of cases the efficiency of our schools cannot be secured. The present would be an excellent time to carry this into effect, as the County Fund is unusually large.

Does it not seem anomalous for schools under Provincial control and receiving Provincial aid to be crippled in this way? The Inspector makes his visit, finds perhaps an industrious

teacher, willing and progressive. but without the necessary appliances. Perhaps less than ten dollars ($10) would reasonably supply the deficiencies; virtually, the Inspector has the handling of the County Fund, and yet children are kept back, the teacher annoyed, and the community deprived of the benefit which would accrue to it, simply because Trustees *will not* and the Government official *dare not* deduct enough to furnish what is absolutely necessary if the section is to get the worth of the money already expended.

If the law can be clear and unmistakable on this point, I will guarantee that in two years, without any hardship or unfairness, not a school in this County shall be any longer hampered from this cause.

A few remarks as to the character of the work done may now be deemed appropriate.

In regard to *Music*, which comes first in our Tables, I have put down the figures opposite "BY ROTE" for Winter Term 3173, and for Summer 4200, but when it comes to giving 2490 and 2520 respectively as studying THEORY, I could not with a clear conscience do less than cut off the thousands, and even then, if held to a strict definition of MUSICAL THEORY, I fear that I could not defend my own figures.

*Reading.*—I have no hesitation in saying that there is a steadily increasing improvement in this important branch, especially in points collaterally connected, so that it is now taking its proper rank as an intellectual exercise.

*Drawing.*—I have marked as follows, for the Winter Term 953, Summer 1056.

*History.*—The Histories of Nova Scotia and British America have been studied with considerable care, especially in the Summer Term, so that our children are becoming acquainted with the resources of their own country, its constitution, laws and customs, and the various geographical points of interest connected with it.

*Arithmetic.*—In all our schools, of every grade, no subject shews so decided an improvement as this, not only in regard to quickness, accuracy and neatness of slate work, but also in a more evident mastery of the principles on which the questions given depend.

## CITY SCHOOLS.

As usual, I have spent four months of the year in the schools of Halifax City, and have endeavoured, by a faithful discharge of the duties of Inspector, to help these schools in their efforts to attain the rank and position to which, by their importance they are justly entitled.

Respectfully submitted.

H. CONDON.

TO DAVID ALLISON, LL. D.,
*Superintendent of Education.*

## DISTRICT NO. 2—LUNENBURG AND QUEENS.

THOMAS R. PATTILLO, A. M., *Inspector.*

SIR,—I have the honor to submit my fourth annual report on schools and educational work generally in Inspectoral District No. 2, comprising the Counties of Lunenburg and Queens, for the year ending October 31, 1883 :—

In Lunenburg there are 137 Sections, and in Queens, 42. All of these have school-houses but six (6), three (3) of which are on islands, so located as to render schools impracticable for the present. The others expect to build shortly.

Twelve (12) school-houses were built during the year and three (3) finished *inside*, making *thirty-one* (31) of the former and *fifteen* of the latter, since the district passed under my supervision. The current term there are four (4) *new* ones under contract, and five (5) others being enlarged and repaired. When these are completed there will be very few left that are not passable.

Chester town added a third department to its schools at the beginning of the Winter term. This was a judicious movement, as the primary room was too crowded for profitable instruction.

Bridgewater section graded its schools on a higher standard at the commencement of the Summer term, and re-opened the advanced department, closed two years ago.

Lunenburg town had a school-house built in that part of the section known as "Newtown" to accommodate the small children there, and relieve the lower departments in the Academy, reported last year as crowded. This school was opened a few weeks ago, and the results already prove the wisdom of the action.

Cherry Hill, Harriston, Farmerville, Pleasantville, Grant, Lower Cornwall and Bayswater had school in new buildings during the whole, or a portion of the year.

Nineveh, Vogler's Cove (East), Crouser, Rynor, Little Tancook Island, North West Cove, Germantown, Mill Road, Indian Point, Campertown and Middle Cornwall are eleven of the twelve Sections mentioned before, as having built during the year. These expect to have school the current term. Ten (10) of the last named eighteen (18) Sections have never had school privileges under the law.

The number of pupils registered and the daily attendance are gradually increasing, as the following comparative terminal statement shews :—

7025 pupils were enrolled in the Winter Term of 1881, 7330 in 1882, 7868 in 1883, a *gain* of 843 in two years, and 530 in the last. In the Summer Term of 1881 there were 6209 pupils enrolled, 6607 in 1882, 7038 in 1883, a gain of 829 in two years, and 431 in the last. 8778 different pupils were in the schools of the District in 1882, and 9546 in 1883, an *increase* of 768. The grand total attendance in the Winter Term increased 44128 days, and in the Summer Term 26356 days over the corresponding terms of 1882.

The proportion of population at school during the year on the census of 1881, was 1 in 4 in Lunenburg County, and 1 in 4.2 in Queens.

I was fearful at the beginning of the year that there would be a retrogression in the miscellaneous schools of the District, so many of the teachers were untrained and inexperienced; but I am pleased to report the work, as a whole, as efficiently and faithfully performed as heretofore. The young teachers were ambitious and managed their schools quite successfully.

The graded schools have with few exceptions improved in the character and variety of the exercises.

Classes of candidates went up for examination in July from the schools at Liverpool, Milton, Mill Village, Port Medway, Lunenburg, Bridgewater, Mahone Bay, Port Joli, North Brookfield and Ritcey's Cove. A larger percentage than usual succeeded in obtaining the Licenses applied for, with good averages. It is due to Mr. Smith, the Principal of Liverpool Academy, to state that one of his pupils secured a bursary at the Matriculation Examination in Dalhousie, and two others entered the Freshman class in Acadia. As you visited and inspected the Academic departments in both Counties in June, I shall not make special mention of them here.

The demand for teachers continues to be much greater than the supply. Each term has found several of the smaller schools without teachers, that would have been closed had not Local Permissives been obtained. The difficulty has increased the current term, and a number of the larger ones are closed at the present writing for want of a suitable supply. In this District there are not sufficient teachers, were they all inclined to take schools, to supply them. The few that come to us from abroad are more than balanced by those that go out from us, so that at the beginning of each term for some time, at least, we are likely to be in the same predicament.

There are not nearly as many preparing for teaching as are leaving the profession, so that the prospect from that source is not flattering. Upwards of fifty (50) of those that taught in the District, one or both terms, are to-day engaged in other employments. The principal reason assigned by them for so doing is the smallness of the salaries.

The scarcity of teachers has tended to slightly increase the remuneration of all the Grades, the most noticeable advance being in the salary of Grade B females in Lunenburg County.

I am pleased to report that an arrangement has been made with the Municipal Council of Queens by which your order on the Treasurer of that District will be paid shortly after presentation. This will enable me to pay the teachers of Queens in November, instead of December and January as heretofore. There are few schools supplied with such apparatus as the law requires, and much improvement cannot be looked for under the present arrangement, which expects the Secretary of Trustees to furnish the needed articles.

I have more wrangling with school officials over this matter than all others combined, as so many are placed in these positions whose

education is limited, and who consequently are unacquainted with the requirements of a school, and the benefits to be derived from a well-equipped one. The Council of Public Instruction recently prescribed a certain Manual in connection with the Course of Study, but if there be no other source of supply than the above, that part of the work depending upon said book will be a dead letter for a long time in many sections. Since the Inspectors are required to see that suitable apparatus is provided, allow me to suggest that they be authorized to purchase, for such sections as will not supply themselves, the articles needed, and deduct the cost out of the County money.

Copies of the Course of Study were supplied to the schools during the Winter term, and, where the design was not fully understood, I explained the grades and helped to classify. On my next visit I observed that the graded schools generally had adopted it, and where they had the Manuals were having interesting classes in Drawing and "Common Things." In a few of the miscellaneous schools in which these "aids" were found, there were similar exercises, but the great majority of the teachers had not been supplied, and consequently while attempting to work their classes more or less into the arrangement of the course, were not able to carry on some of its special features.

The Act to secure Better Attendance at the Public Schools was overlooked in several sections at the Annual Meeting, but where discussed was not generally popular, as few Sections chose to take advantage of its provisions.

Each year some of these sections fail to hold their Annual Meetings, generally through circumstances over which the trustees have no control, as many of them are fishermen, whose occupation calls them from home at that particular time. In such cases, you are aware, the trustees have to be appointed through the Commissioners' Committee, necessitating much delay and inconvenience, as they have to be instructed first how to proceed before any action can be taken. Were a regulation made permitting such sections to hold their meetings after the usual notice, the business would be expedited and the people accommodated.

The majority of the teachers in the District have grade D licenses, under the requirements of which they are not qualified to teach *even the elements of book-keeping.* The pupils under their instruction have no other way of obtaining an insight into this very important practical branch but through the school room, and therefore are at present virtually debarred from obtaining a knowledge of it.

This is so keenly felt in a large number of our sections that the Commissioners of Schools for Lunenburg and New Dublin Districts, at the last meeting, deemed it their duty to bring the subject to the notice of the Council of Public Instruction. With this object in view, the Board passed the following resolution:—"That the Council of Public Instruction be requested to substitute Book-keeping in lieu of Algebra in the examination papers of grade D candidates." So few teachers of that grade teach Algebra intelligently, and so few pupils in the schools thus presided over require a knowledge of it, or have

time to devote to the study of a branch of so little practical benefit in the rudiments, that I am convinced that the change sought is a judicious one.

The resolution below was also passed at the same meeting:—"That the Board desires to lay before the Council of Public Instruction the hardship of sections not being able to recover school taxes from lands and real estate held by non-residents of the sections, the present school law in practice being found largely inoperative."

I beg reference to my notes of inspection for particulars regarding sections and teachers.

Respectfully submitted,

T. R. PATTILLO,

*Inspector No. 2 District.*

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## DISTRICT No. 3.—SHELBURNE AND YARMOUTH.

A. C. A. DOANE, *Inspector.*

SIR,—I beg respectfully to submit my Annual Report of the Schools in the Counties of Yarmouth and Shelburne for the year just closed.

From a careful inspection it is apparent that the standing of the schools, as compared with former years, has been fully or more than fully sustained. In many instances marked improvement has been evident, useful measures have been adopted, and a more than usual interest in education manifested.

It will be seen by reference to the tables that the number of sections (134) is the same as last reported. Of these twenty were without schools during winter and twenty-three during summer. In most of these the ratepayers are well able to keep up schools throughout the year, and in some cases would do so, were it not that an opinion prevails, based obviously on Section 34 of the School Act, that trustees are not required to employ a teacher more than five months of the year. Hence to save expense the schools are closed. Only four sections were without schools. These were McNutt's Island, East River and Hawthorn, sparsely settled localities where there are but few children to attend. The other was the coloured division of Riversdale. Here there was a goodly number of children, but no provision was made for their needed school instruction.

The number of schools and departments in winter was 158 and in summer 151, an increase of eleven in the former over last year and two in the latter.—The number of pupils registered in winter was 7,228, an increase of 230 over the previous, and in summer 6,771, an increase of 213. For the whole year there were 8,964 different pupils,

showing an increase of 291. The grand total days attended by all the pupils was, for the first term, 477,050, and for the last term, 430,964. being an increase of 15,428 and 18,391 over the corresponding terms of 1882. The number daily present on an average for the time in session was 4,537 in winter and 4,354 in summer, a gain, respectively, of 161 and 142. The number of children from five to fifteen years of age not at school in winter was 1385 and in summer 1305, a decrease of 62 and 24. The proportion of population at school during the year was 1 in 4·05, a gain since last report.

The foregoing statistics show that there have been more than the usual number of schools in session, more pupils registered, more regularity in the attendance, a larger average and percentage, fewer that did not attend, and a larger proportion of the whole people at school, assuredly favorable indications.

### No. and Grades of Teachers.

| | Winter. | | | | | Summer. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | A. | B. | C. | D. | Total. | A. | B. | C. | D. | Total. |
| Males | 3 | 22 | 15 | 10 | 50 | 3 | 13 | 6 | 5 | 27 |
| Females | | 5 | 55 | 52 | 112 | | 7 | 59 | 61 | 127 |
| Assistant | | | | | | | | | 1 | 1 |

| | Winter. | Summer. |
|---|---|---|
| No. of Teachers in same Section as previous term | 81 | 101 |
| No. of Teachers removed to new Sections | 54 | 35 |
| No. of new Teachers | 27 | 18 |

These figures evidence more permanency than heretofore, and a realizing on the part of trustees of the evils of frequent change of teachers.

### Average Annual Salary of Teachers, including Government Grant.

| | Males. | | | Females. | | |
|---|---|---|---|---|---|---|
| | A. & B. | C. | D. | B. | C. | D. |
| Yarmouth Co. | $500.12 | $320.00 | $285.00 | $336.00 | $278.84 | $192.64 |
| Shelburne Co. | 394.86 | 305.75 | 218.00 | 297.00 | 235.13 | 172.47 |

Many of the teachers have toiled assiduously in the discharge of their duties, and their schools have shown the efficiency of the work done. If others have not been as successful, it may in part be owing to adverse circumstances, and in part from their not possessing that special tact and fitness which enables some to accomplish much more than others and which makes the school-room a hive of industry.

| | Yarmouth. | Shelburne. |
|---|---|---|
| Amount voted for School purposes at last Annual Meeting | $17889 | $7201 |
| Amount voted for Building and Repairs | 1701 | 1420 |

This last item should properly be a little more as the minutes from a few sections could not be obtained.

In school-houses there have also been improvements worthy of notice. That at Upper Wood's Harbour, referred to in my last year's report, has been completed and is now being occupied. It is of one story, has two rooms, each about 27 by 28 feet and 13 feet in height, with well-designed seats and desks, blackboards around the walls, and many other conveniences. Each room is entered by separate lobbies for boys and girls; and hooks, shelves, and other requisites for the hats, caps, coats, cloaks, &c., of the pupils, are provided. As a whole the building is creditable to the people of the section. At Sand Point a house has also been completed. It contains one school-room and two lobbies, goods seats and desks, blackboard, and other useful appliances. The old house at Eel Brook was sold and a new one erected, on another plot of ground, in its stead. It has two apartments, two lobbies and several conveniences for a graded school. The rooms are rather small. The school-house at Pubnico Head has been enlarged so as to secure two spacious apartments, good-sized lobbies and many advantages that have been heretofore wanting. New desks with folding seats have also been procured. A small school-house has been built at Port-Le-Herbert. It was not finished, but was fitted for a school during summer. Preparations are being made for new houses at North-east Harbour, Port Saxon, Villagedale and Stony Island. They are to be built during the ensuing year.

It is to be regretted that there is still an insufficiency of books, and that those provided are not always such as the pupils need. Parents sometimes claim the right of dictating what books their children shall use. This is particularly the case with readers and copy books, and teachers are frequently hampered in their classifiation by this interference. As a course of study has been authorized, teachers ought to be allowed to follow its grading and use their discretion in selecting the books best suited to the attainments of the pupils.

Of apparatus, while some of the larger schools are amply provided with what has been recommended by the Council of Public Instruction, others are still inadequately furnished and some very meagrely. It would be to the advantage of schools if in the distribution of the county money, a portion could be reserved and expended in the purchase of needed articles for every school-room. Teachers could then better comply with the requirements of the course of study and carry out their plans and purposes to secure a successful issue. Every facility should be afforded them for the discharge of their onerous duties, then commensurate results might reasonably be expected.

The returns show that of the various branches taught in our schools the larger number of the pupils were occupied in the elementary, while a fair percentage were entering upon the requirements of the higher grades. About 7000 were recorded under the heads of Reading and Spelling, 6500 under Writing and Arithmetic, 3000 under Grammar and Geopraphy, 2500 under Music and Drawing, 1500 under History and Composition, 300 under Algebra and Geometry, 700 under French, 100 Latin and 8 Greek; besides a few under Practical Mathematics, Book-keeping, Chemistry, Physiology and Natural Philosophy. This shows an increase in the higher studies over last year, and indicates progress.

The prescribed Course of Study, it is evident, is destined to greatly improve school work, and, if suitable aids are provided by trustees, cannot fail to promote a superior method of instruction, lay a good foundation for higher studies and qualify the young for the practical duties of subsequent life.

The giving of oral lessons has not as yet been generally practised. The chief hindrances observable are the want of a familiar acquaintance with the subjects suggested in the course, the absence of prescribed text-books for teachers' use, and the need of objects, pictures and diagrams for illustration. Improvement will doubtless follow as teachers realize that these lessons are to form a regular part of their avocation, and must be so prepared and imparted that pupils may readily understand and benefit by the instructions given. In some instances, notably in the higher schools, the oral lessons evinced marked ability on the part of teachers and a facility of acquiring on the part of pupils that would do credit to older minds. It pointedly demonstrated the practicability and utility of this method of dispensing knowledge. Some of the compositions of pupils, written upon subjects thus discussed, have shown that the lessons have been attentively listened to, accurately remembered, appropriately expressed and carefully penned. According to the minutes of the last Annual Meetings the Act "To secure better attendance at school," was made operative in fourteen sections only. These, however, if the requirements are duly carried out, will serve as a test of the applicability of the Act to the object aimed to be accomplished.

The regulations recently adopted for third class teachers will, it is believed, be of great service to many aspiring to that position. Some have already availed themselves of the privilege thus afforded to attend the Normal School, and it is hoped many others will be induced to follow their example at another session.

It has proved somewhat inconvenient to carry out the design of the amendment to section 20 of the School Act, and frequently much time is lost before a certificate can be obtained and a new trustee appointed. If the existing trustees could be authorized to call a special meeting for the election of a new trustee whenever a vacancy occurs, it could be done much more speedily and probably be more in accordance with the wishes of the people.

Teachers of miscellaneous schools complain that they do not have an equal number of holidays with many of the teachers of graded schools, and urge that, whatever the number allowed, there should be uniformity in all schools. This seems but a just claim on their part, and, if conceded, would evidently be much more satisfactory.

I have the honor to be, Sir,

Your obedient servant,

A. C. A. DOANE.

To David Allison, Esq., LL.D.,

*Superintendent of Education.*

## DISTRICT NO. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., *Inspector.*

SIR,—In addition to Statistical Tables and Monthly Reports already forwarded to you, I beg leave to submit the following Report of the state of Common School Education in Inspectoral District No. 4 for the year ended October 31st, 1883.

The number of sections in this Inspectoral district has been augmented during the past year by the formation of a new section in the County of Annapolis. The total number of Sections is now *one hundred and seventy-nine.*

The school accommodation in most sections is sufficient. The principal deficiency as before reported is in a few of the most populous sections in the district of Clare in which graded schools should take the place of the miscellaneous schools now maintained. The method of distributing the County Fund now in vogue, is exerting a beneficial influence upon these and other populous sections. I anticipate a marked improvement in the sections referred to, when the law regulating the distribution of the County Fund is more generally understood by the rate-payers.

The supply of apparatus in many schools is not adequate to the requirements of teachers and pupils. I see no satisfactory way of remedying the deficiency under existing circumstances, unless the Superintendent of Education, or the Inspectors of Schools, or both, are explicitly authorized to supply the apparatus considered to be essential and deduct the price of the same from the County Fund. I believe that the spirit of the law would sustain them at present in doing so.

The teachers as a body, considering the difference of class, and making reasonable allowance for the youthfulness and inexperience of some, have performed their work with intelligence and success. A good percentage of the whole number employed are evidently improving in efficiency, and by study and well-directed efforts are adding to their stores of knowledge and to their ability to properly teach and govern the schools intrusted to their charge. The work required in the smallest and most backward school, if rightly and honestly performed, must prove of great benefit to teacher and pupils both intellectually and morally.

It is encouraging to find teachers cultivating their own powers while systematically and faithfully performing their legitimate work in the school and thus rendering themselves and the schools under their charge more efficient and more worthy of confidence and support. It affords me pleasure to say that there is a respectable number of teachers in this Inspectoral district to be found thus discharging their duties, and whose services are sought after by the trustees of the most eligible sections. It is a matter of regret, however, that teachers are occasionally found who seem not to feel the great responsibilities of their profession, and who apparently do not devote much time to preparation for their daily duties, as is

evidenced by their work in the school-room and by the condition of the schools under their charge. While all teachers now in the ranks of the profession are not endowed by nature with equal gifts for imparting instruction, and consequently are not alike successful, few comparatively can be found who do not aim to benefit their pupils by a conscientious discharge of duty. In some cases teachers are seriously impeded in the performance of their duty, and therefore fail to achieve the success to which their labors entitle them, in consequence of the limited supply of apparatus at their command.

While the schools in general have exhibited a fair amount of progress, a considerable number have done remarkably well. In the case of these latter a combination of favorable circumstances was found to exist. The teachers in these cases were well fitted for their work both educationally and by natural endowments, the attendance was tolerably regular, the accommodation good, the apparatus suitable, and above all they had the co-operation of trustees, parents and pupils. Where these conditions, or the more important of them, existed, success more or less complete has been the necessary consequence; and where the more important of these conditions were wanting, partial failure to obtain satisfactory results has necessarily followed. It is plainly evident that failure in the school-room can invariably be traced to a neglect to secure the necessary conditions. A well-trained teacher fitted by nature for his work, is an essential requisite, without which a thoroughly good school is an impossibility. It is equally essential, however, that good apparatus and a regular attendance of pupils be secured, without which a good teacher cannot achieve success.

The benefits of a Normal School training are being more generally appreciated by parents and Trustees, and as a consequence teachers who have received such a training are becoming more popular. This fact is gradually being understood by those aspiring to the teaching profession. I regret to be obliged to report, however, that the comparatively small salaries paid in many sections, together with the too frequent change of teachers, prevent very many who obtain licenses from undergoing a thorough course of training and from adopting the profession as their life's work. These causes are inducing teachers to quit the profession, and are producing a scarcity of teachers at the present time.

The Acadian French of this Inspectoral District deserve honorable mention for the efforts which they put forth to keep their schools in operation in most sections during the entire year. One serious difficulty in connection with their schools, is the scarcity of regularly licensed teachers. To meet the demand *permissive licenses* must be issued often to persons not very well qualified, but the best to be had. It is gratifying, however, to know that the supply of regularly licensed French teachers is increasing; and it is to be hoped that it will soon equal the demand. Under the existing mode of examination for licenses French candidates are placed at a disadvantage in being obliged to undergo an examination in a language to them foreign. I would suggest that Deputy Examiners hereafter be instructed to endorse the words "French candidate" upon the

envelope containing the written exercises of each French applicant for examination, and that the Provincial Examiners be directed to make a reasonable allowance in such cases for any defects and errors which may occur in the use of the English language. Such a course would seem to be reasonable and just, and to be necessary in order to secure for them an equal footing with English candidates.

The general progress of the Acadian French schools is of necessity not so rapid as that attained in the English schools. It is, however, under the circumstances fairly creditable. These schools labor under great disadvantages in that both languages are required to be taught, and the prescribed English text books are used in addition to French reading books. Inasmuch as a large proportion of the pupils attending these schools do not understand English, the teachers are obliged to do much extra work, translating from one language to the other in order to render problems and passages otherwise obscure, plain and intelligible to their pupils. It is impossible, also, for many of the pupils, owing to their limited knowledge of English, to make an intelligent preparation of lessons in advance of recitation.

The daily attendance of pupils at school was a little better than it was during the preceding year. but it is yet far short of what it should be. During the Winter Term *one thousand six hundred and fifty-nine* children between the ages of five and fifteen years are reported not at school in Sections having schools. The percentage of enrolled pupils daily present for time in Session during the same term was *sixty*. During the Summer Term *one thousand three hundred and eighty-nine* children between the ages mentioned are reported not at school in Sections having schools, while the percentage of enrolled pupils daily present for time in Session was *fifty-nine*. It is to be hoped that the "Act to secure Better Attendance at Public Schools," already adopted by many Sections, will cause a marked improvement in the future.

The County Academies at Annapolis and Digby have been under the charge of Mr. Alexander McRae and Mr. W. H. Magee, respectively. These gentlemen have discharged their duties creditably. A fair number of pupils have been in attendance, belonging, however, with comparatively few exceptions to the sections in which these Academies are situated. I am forced to the conclusion that these institutions do not benefit the Counties at large to the extent contemplated by the Legislature which enacted the law to which they owed their existence. The scheme suggested by yourself in your last Annual Report as a substitute for the present system of so-called Special and County Academies, seems to be equitable and just, and will, I believe, prove satisfactory if adopted, and be productive of much more benefit to the Province.

The Teachers' Association for this Inspectoral District held its annual meetings in the town of Digby on the 26th and 27th days of April. The attendance of teachers was good, and the interest well sustained during all the Sessions. In addition to the ordinary routine business, papers of a creditable character on the following subjects were presented to the Association, viz:—"The Necessity of

having Trained Teachers in charge of our Primary Schools," by Mr. Alex. McRae; "Grammar and How it should be Taught," by Mr. W. H. Magee; "Teaching School *versus* Keeping School," by Mr. Geo. B. McGill; "The Teacher's Social Position," by Mr. J. W. McGregor; "Questioning," by Mr. J. W. H. King; and "Some of the Causes of Indolence in Pupils," by Mr. A. J. McKenna. Profitable discussion followed the reading of each paper, participated in by the members of the Association and by the Superintendent of Education, who was present and contributed largely to the interest of the occasion. A public meeting under the auspices of the Association was held on the evening of the first day of meeting, at which an interesting and instructive lecture was delivered by the Superintendent of Education in the hearing of a large and attentive audience. These gatherings are productive of much good, and are highly appreciated by the teachers in attendance.

The "Course of Study" has been pasted on the Register Covers of every school within this District. In most of the graded schools it is being intelligently and successfully followed. Many of the teachers of the miscellaneous schools complain of inability to adopt its entire provisions. In many cases teachers are modifying existing schemes of study in the direction of the course. Except in a few of the schools, the Lessons on Nature are not yet receiving that attention which their importance demands. Many teachers are not at present qualified to give these lessons in a satisfactory manner, but could easily prepare themselves to do so fairly well by a little extra study.

All the schools were inspected during the year with the exception of a very few which were either temporarily, or finally closed for the term, at the time of my tour of inspection in their vicinity. For detailed information in regard to this work I beg to refer you to my "Notes of Inspection" and Monthly Reports for the year.

On the subject of text-books permit me to offer a few suggestions It seems to me to be unnecesary and to be productive of evil to have two authorized series of Readers in the Public Schools of this Province. In a majority of Sections in this Inspectoral District text-books are provided by the parents of the pupils and are not kept as public property. In these Sections it has been found to be almost impossible to prevent the introduction of both series of Readers into the same school, and when introduced classification is interfered with, unnecessary labor is imposed upon the teacher, and the progress of the school is impeded. If but one series of Readers were authorized, this evil would shortly cease to exist. I would suggest further, that one text-book on Geography is amply sufficient for the Common Schools. If Calkin's Advanced Geography were judiciously reduced to two-thirds of its present size, it could, I believe, be made to contain all the information on this subject required. An introduction to the study of geography could be given by means of oral lessons, and by this method the primary text-book now in use could be dispensed with. The sentiment of some of our most experienced teachers is in favor of such a change.

In conclusion permit me to call your attention to a paragraph in my last annual report bearing upon the subject of the appointment

of Trustees in cases of ordinary vacancies in the Board of Trustees. The law in that particular could be amended so as to prove equally efficacious and be less complicated than it is at present.

Respectfully submitted.

L. S. MORSE.

To DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

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## DISTRICT No. 5.—KING'S AND HANTS.

COLIN W. ROSCOE, *Inspector.*

SIR,—Including the border sections, whose school houses are in the County, there are 106 School sections in King's County. Only *four* of these, viz., W. Hall's Harbor, North River, Conqueral and East Pereaux Mt., have had no school during the whole year. None of these sections have school houses. West Hall's Harbor is able to build; but since the school house was burned, about five years ago, they have neither built nor had a school. Some families have attended the adjoining school part of the time. I am sorry to be compelled to report that indifference in the education of their children is the cause of this almost unheard of state of things. Conqueral and North River are moving; and I hope soon to report the establishment of permanent schools in them. East Pereaux Mt. has never organized since the formation of the section. Those wanting a school must have removed to other sections, and the few left are unable to support a school, and send to the next school. I think it will be found advisable to attach this to the adjoining section.

In Hants County there are 98 School sections. Three of them only were without schools during the whole year, viz., Still Water and Cogmaguu, in West Hants, and East Uniacke, in East Hants. Still Water section has been nearly deserted by its inhabitants, and it would be extremely difficult to keep up a school. Cogmaguu failed to secure a teacher, and East Uniacke does not seem successful in organizing for school work. This section has no school house, which is perhaps the principal difficulty in the way of starting a school. There are about 15 children suffering for want of an elementary school. It seems desirable that a law should be passed to render some assistance to such sparsely settled and poor sections in building school houses, either from the County or Provincial funds.

There were in session, in Kings, for the Winter Term, 106 schools taught by 108 teachers. In summer 103 schools were in operation taught by 107 teachers. Kelly Settlement, a new section formed by the School Commissioners in May, 1882, on the border of Kings and Hants, organized, built a school house, and sustained an interesting school for part of the winter, and the whole of the summer term. The teachers employed in winter were of grade A 1, B 24, C 56,

D 27. Male 44, Female 64; total 108. In summer there were employed of grade A 2, B 12, C 55, D 33. Male 26, Female 81; total 107. The number of pupils registered in winter was 4554, whose attendance amounted to 273,428 days; and in summer the number of pupils was 4318, with an attendance of 239,212 days.

There were in operation in West Hants, in winter, 49 schools, and in East Hants 46; total 95. These were taught by 97 teachers, and made an attendance of 281.773 days for 4476 pupils registered. In summer West Hants sustained 52 schools, and East Hants 58; total 110. Of these, Lakelands, in West Hants, and Renfrew, in East Hants, were resusciated after being a space of four years without a school. The teachers for the winter term were of grade B 23, C 48, D 26. Male 33, Female 64; total 97. For summer there were of grade A 1, B 19, C 53, D 40. Male 27, Female 86; total 113.

The number of days in the winter term was 117, and 35 out of the 106 schools in King's were in session for the full time. The average number of days all schools were in session was 106.5. The number of days in the summer term was 111. Thirty-five schools completed this time, and the average length of the remainder was 97.8 days.

In Hants County the number of schools in session for the full winter term of 117 days was 42, and the average number of days all schools were in session was 113.6. In summer 43 schools were in operation for the full term of 111 days; and the average time all were open was 105.8 days.

I am pleased to report that the great body of the schools under my supervision have performed their work regularly, quietly, and with a good degree of efficiency. The introduction of the "New Course of Study" has had a healthful influence upon those teachers and schools that has made a wise use of it. The results, so far, have been in proportion to the thought the teachers have given the course, and their care in selecting and adopting such parts of it as meet the circumstances of their particular schools. While the course furnishes a plan by which studies may be carried on simultaneously in due proportion, it does not demand that all the studies outlined shall be pursued at the same time in every school. Many of the subjects must be taught orally, and have been found, when introduced at a suitable time, to afford an agreeable variety, without consuming much time. I have no complaints from those who have fairly tried the course. The time spent in preparing a graded course of oral or object lessons has well repaid the teachers, and has been the means of lifting the schools into new life and activity. I regard the advantages to be derived from the use of the course to be quite as great to the teacher as to his school. All the graded and all the good miscellaneous schools in my District have either adopted it or are working in that direction. I do not expect much from the teacher who sees nothing in the course but a little extra labor, and is unwilling to exert himself to prepare for it. The helps at hand are so numerous, and the study so profitable to him who is willing to do it, that I am surprised that all teachers do not undertake it.

King's County had 10 graded schools in winter, and 6 in summer. Hants sustained 10 during the whole year. Harborville and Gaspereaux will be added to the list of graded schools in King's next term, and Summerville, Brooklyn, Poplar Grove and Lower Selma, in Hants, will be conducted as graded schools for the future. Wentworth and Burlington also need graded schools. These sections are able to support two teachers, and their schools are large enough to require graded schools. The former registered 104 pupils last term; the latter 89. Although these schools have been in charge of competent teachers, the number of pupils makes it impossible to accomplish anything like the work that should be done. Too much cannot be said in praise of those teachers who do so much, and do it so well in such miscellaneous schools, under such unfavorable circumstances; but the fact remains that the sections sustain a great loss in not providing more teachers and more thoroughly equipping their schools. I look for improvement in the future in this, more than in any other direction, and hope trustees will soon begin to regard the matter in its proper light.

Kentville Academy has had a large number of pupils in attendance during the year. The Academic Department was in charge of Mr. A. J. Denton for the winter, and was successfully conducted, so far as the teacher is concerned. This grade is attempting about all the work in the seventh and eighth grades of the Common School Course, and as much of the High School Course as possible. In order to make the school fully answer the expectations of a County Academy, nothing but Academic work should be expected from it. I believe it is the intention of the trustees, as soon as possible, to add another department, and thus give the teacher of the advanced grade nothing to do but High School work. Soon after the term began the school house was burned, together with all apparatus, books, &c. With commendable promptitude, the trustees provided accommodation in the Scotia Hall Building, and did not permit the school to close but for a few days. The building was inconvenient, the apparatus limited, and much to discourage the teachers; yet a comparatively good winter's work was accomplished. Part of the summer was spent in this building, the remainder in the new school house. Mr. Denton having resigned, Mr. W. G. Parsons was put in charge of the Academy in the Spring. Later on Mr. Parsons gave place to Mr. G. W. Dill, who finished the term. The Academy at Windsor has had a successful year. Mr. John F. Godfrey, who had conducted the Academic department with such marked success for the past seven years, resigned last Spring, and Mr. Hiram Elliott, a teacher of fine ability and qualifications, was secured for the principalship. The teacher of the sixth grade, Miss A. N. Burgoyne, was compelled by sickness to retire for a time, and Miss A. L. Halliburton was appointed in her place. Miss B. has taught several years in this school, and won golden opinions from all who have known her work. As a teacher I believe she had few equals, and no superior of her grade in the Province. I hope she may soon be able to resume teaching. The Commissioners of Windsor are very prompt men, and supply the school with all the latest apparatus and appliances. They have lately led the pipes from the

"water works" into the school house, and thus a bountiful supply of pure water is provided for the children, as it should be. This school claims to be one of the best of its grade in the Province.

The school houses in Kentville and Bloomfield were burned in the first of the winter term. These have been replaced by good buildings for school purposes, and Middle Pereaux and Kelly settlement have also built new school houses during the year. In Hants, Summerville Section has completed a fine school house at a cost of over $2,000, designed for a graded school with two teachers. Noel Road has put up and finished the outside of a school house which will be completed next year. The usual amount of repairing, painting, plastering and re-seating has been carried on in the year.

A successful and well-attended Teachers' Association was held in Windsor on the 18th and 19th of October. This was the fifth Annual Meeting of the regular Association of District No. 5. Papers were read by Mr. J. C. Craig, Principal of the Hantsport High School, on "What a Teacher should be;" E. A. Kirk, of Kentville, on "The Education of Consumptive Children;" George J. Miller, Principal of Canning High School, on "Teachers and Teaching;" and the President on "School Supervision." Addresses were given by A. J. Pineo, Principal of Wolfville High School, on "The Minerals of Nova Scotia," and W. G. Cogswell, of Port Williams, on the "Spencerian System of Penmanship. Illustrative lessons were given by Miss Cornelia Faulkner, on "Botany;" Miss Mary McKeen on "The Eye," and Miss Bessie DeWolfe, on "Reading." These subjects were freely and fully discussed by the teachers. Dr. Allison, Superintendent of Education, was present at all the meetings, and offered many valuable suggestions. On the evening of the 18th a public educational meeting was held, presided over by Dr. Black, Warden of the Town. Addresses were delivered by Dr. Allison, Prof. R. V. Jones, of Acadia College, Rev. H. Foshay, and Rev. Mr. Lathern.

Inviting your attention to my Notes of Inspection, Statistical Tables and Monthly Reports, I respectfully submit this Annual Report of the condition of the schools in King's and Hants Counties for the year ending October 31, 1883.

COLIN W. ROSCOE,

*Inspector District No. 5.*

To DAVID ALLISON, ESQ., LL. D.,

*Superintendent of Education.*

## DISTRICT No. 6.—ANTIGONISH AND GUYSBOROUGH.

ROD'K. MCDONALD, *Inspector.*

SIR,—I beg to submit the following as my Report on the Schools of District No. 6 for the scholastic year ended October 31st, 1883.

The number of Sections in each County of the District is the same as last reported. New school houses have been erected on Back Settlement Cape George, Morven and Big Brook Sections, in Antigonish Co.; in Half Island Cove and Dover Section, in Guysboro Co. The house in Big Brook is a fine, commodious building, with a class room; that in Half Island Cove replaces one destroyed by fire a few years ago, and that in Dover is the first ever built in the section. All these, with perhaps one exception, are occupied this winter. The following sections have furnished their school houses with improved seats and desks, namely:—Georgeville, Upper Glen Road, Fraser's Grant, East Harbour au Bouche and Hollowel Grant, in Antigonish Co., and Charlo's Cove, in Guysboro Co. Repairs more or less extensive have been made in several other sections in both counties, but most buildings are sadly in need of painting or whitewashing. I regret that the school house destroyed by fire in Upper Manchester, a few years ago, has not yet been replaced by a new one. This is a large and important section, but the principal difficulty in re-building appears to be the selection of a suitable site. One of the trustees, however, assured me, this fall, that the building would be proceeded with at once. I regret, also, that I was misled into stating, in a former report, that a new school house had been built at Sand Point, when such was not actually the case. Two of the trustees of the section patched up an old building belonging to one of them in one end of the section for a school house, and then informed me by letter that the section had built the school house, and the trustees were anxious to employ a teacher. I need not here give the reason for this extraordinary proceeding. I may state, however, that the section is still without a school and without a school house.

While on this subject, I am happy to state that since my last report a new Convent has been built in the Town of Antigonish, by His Lordship Bishop Cameron, of Arichat. This fine building is pleasantly situated a short distance from the Cathedral, and commands a good view of the surrounding country. Classes were opened here at the beginning of November, under the direction of the Sisters of the Congregation de Notre Dame. These highly accomplished ladies hold Provincial licenses, and have the reputation of being excellent teachers of the branches taught in our common schools, as well as of music, painting, drawing, and all branches that constitute a thorough female education. The superior advantages offered by this institution cannot fail to secure a large attendance of pupils. The registered attendance just now is one hundred and nine.

*Apparatus.*—Little has been done since my last Report in providing necessary apparatus for our schools. Trustees complain that rate-

payers will not vote money for the purchase of apparatus, and they themselves do not feel justified in using, for that purpose, any of the funds voted for the support of the schools. In cases of this kind, I am of opinion that the trustees ought to be empowered by law to add a small sum to the ordinary vote for the purchase of such apparatus as the Inspectors deem indispensable. By this simple way, sections now wholly destitute of apparatus might, in three years, be fully equipped at a trifling extra expense yearly.

*Attendance.*—There was an increase in the number of pupils enrolled, and in the grand total attendance for the last year as compared with the preceding one in Guysboro and Antigonish districts. In St. Mary's, however, there was a decrease, which was caused by the closing of some schools, partly on account of the continued prevalence of diphtheria in the district, and partly on account of the scarcity of teachers.

The Act to Secure Better Attendance at School was adopted at the Annual Meetings in the following sections:—Antigonish Co., viz., McAra's Brook, Lower South River, Glenalpine, and West Lakevale. In St. Mary's District it was adopted in Sherbrooke, Stillwater, Upper Liscomb, Middle Liscomb, and Indian Harbor Lakes. As many sections fail to send in copies of the minutes of their annual meetings, the Act may have been adopted in sections not enumerated above.

*Teachers.*—I am happy to state, as in former reports, that we have many teachers in the district who are doing excellent work; and only that comparisons are odious, I would mention a number of them. The greatest progress is generally observable in schools in which the same teachers are continued term after term. This is but reasonable, because the attendance is more regular in these schools than in schools in which new teachers are employed every term, and the same system of instruction is followed without interruption. I have seen schools, however, where I considered a change of teachers very desirable. Female teachers do well in elementary schools, and some of them have been eminently successful in the primary and preparatory departments of Academies and graded schools; but I believe it cannot be successfully denied that for permanent employment in miscellaneous schools male teachers are far superior, as a rule, to females.

*The New Course of Study.*—I regret that I cannot yet report much progress in the adoption of the New Course of Study in this district. A beginning, however, has been made, which, I trust, will lead to better results in the near future. I have received a copy of the new text book on English Grammar, and I have no hesitation in stating that I am highly pleased with it. The subject of English Grammar is treated in this text book more scientifically than in any other with which I am acquainted, with the exception of, perhaps, Mason's; but a better arrangement makes it more attractive to the learner than Mason's. I have no doubt it will be highly appreciated by all our most enlightened teachers.

*Salaries.*—In Antigonish County there was an increase in the rate of salaries paid to teachers last year, as compared with the preceding

year. In Guysboro County, however, there was a decrease. The rates in Guysboro are yet considerably higher than those in Antigonish. The increase in Antigonish was one of the results of resolutions passed at the last meeting of the Teachers' Association, fixing the minimum rates of salaries that teachers of the different grades should accept; and if the teachers have not accomplished all that they desired, they have at least received sufficient encouragement to persevere in their laudable efforts to better their condition. It will be seen, on comparing the statistical tables, that the amounts voted in September, 1882, for the support of schools in the districts of Antigonish and Guysboro are considerably in excess of those voted in 1881; and I have reason to believe that the vote of last September is in excess of that of 1882. Another gratifying result of the determined stand taken by the teachers is the increased interest in the schools under this change manifested by the trustees.

*Teachers' Association.*—The Third Annual Meeting of the Teachers. Association of District No. 6 was held in one of the rooms of St. Francis Xavier's College, on the 23rd and 24th August. The attendance of teachers was larger than on any previous occasion. Papers were read as follows:—On "The Art of Questioning," by Mr. A. McD. Thomson; on "Method," by Mr. Joseph Chisholm; on "The Advantages of the Unitary System," by Mr. Colin W. McDonald; on "The Disadvantages under which the Acadians labour under the present School Act," by Mr. Alexander Beaton; on "Parental Indifference," by Mr. D. D. Bourke; on "Language Study," by Mr. A. J. G. McEachen. All these papers were carefully prepared, and elicited high praise from many of those present. The last paper read was an admirable one by Rev. Dr. McNeil, of St. Francis Xavier's College, on "What Modern Scientists owe to the Old." A cordial vote of thanks was unanimously passed to the learned Doctor for his clear exposition of a difficult subject. The Association then took up the matter of teacher's salaries, and after a long discussion passed a resolution referred to in another part of this report. One of the teachers present introduced for discussion the following question: "Which would be most advantageous to all concerned, to have the engagements between trustees and teachers made for a year, or for six months, as is done now?" It was decided, as far as the Association could decide it, that yearly engagements were preferable. After passing a resolution that the next meeting would be held in the Town of Guysboro, at a time to be hereafter agreed upon by the committee, a most agreeable and profitable meeting was brought to a close.

I cannot conclude this report without expressing my high appreciation of the valuable aid rendered by the School Commissioners o the District, and my thanks to yourself and others for courtesies and kindnesses received.

I have the honor to be, Sir,

Your obedient servant,

ROD'K. McDONALD.

To David Allison, Esq., Ll. D.,
*Superintendent of Education.*

## DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

M. J. T. MACNEILL, *Inspector.*

SIR,—I beg respectfully to submit my report for the scholastic year ended October 31, 1883, upon the general condition of the schools in District No. 7.

As the tabulated statistics already forwarded to you afford nearly all the information to be derived from figures, I shall not weary you here with anything more than a comparison of the principal items touching the number of schools in session, the attendance, etc., during the year, with those of the previous year.

*Cape Breton County.*—Number of sections having no school during the year, 14; in 1882, 20. Number of pupils enrolled. 6869, or 1 in 4.5 of the population, *(Census 1881);* in 1882, 6472, or 1 in 4.8 *(Census 1871).* Grand total days' attendance made by all pupils, winter term, 330,056; in 1882, 322,875; number daily present at school on an average, 2941.8, or 53 per cent.; in 1882, 2900.9, or 54 per cent.; summer term, grand total, 310,665, in 1882, 317,113; average daily attendance 3147, or 52.8 per cent. in 1882, 3071 or 51.8 per cent.

*Richmond County.*—Number of sections having no school during year 7, in 1882, 4; number of pupils registered 2944, or 1 in 5 of the population, *(Census 1881),* as against 2908, or one in 5.2 *(Census 1871).* Grand total days' attendance for winter term 120,686, in 1882, 130,574; average daily attendance 1120.6, or 51 per cent., in 1882, 1218 or 53.7 per cent. For the summer term,—grand total 145,842. in 1882 136,913; average daily attendance 1412.3 or 51.9 per cent., in 1882 1312 or 51 per cent of the number enrolled.

The number of teachers employed in Cape Breton County during the winter term was 128, as against 123 the corresponding term of the previous year. Their sexes and grades were as follows: Males A 2, B 23, C 24, D 40,—89 males and 39 females of all grades. The number in the summer term was 131, being again 5 more than the corresponding term of last year;—males, A 2, B 21, C 25, D 41; females, B 1, C 19, D 22; 89 males and 42 females all grades.

In Richmond County the number employed the winter team was 57 (as against 62 last year); males A 1, B 9, C 12, D 12; females, B 1, C 11, D 11; making 34 males and 23 females of the different grades. In the summer term the number was 69 (as against 66 in 1882); males, A 1, B 6, C 9, D 21; females, B 1, C 11, D 30, in all 37 males and 32 females.

The unsatisfactory state of the records of the boundaries of sections of which I had reason to complain last year, still continues, and, in many cases, prove a matter of serious inconvenience to people, and much perplexity to me. I was nearly involved in a lawsuit, in the course of the year, for having furnished contradictory certificates—"certified true copies" from the Commissioners' Books—to rate-payers

of adjoining sections The book of sections for Cape Breton County, which I forwarded some time ago for your inspection, is next to useless. I brought the fact to the notice of the Commissioners at the last two meetings; difficulties arising from this state of things have come to the knowledge of several of them individually; they recognize the need of a remedy, but they have no power to apply any. The law does not provide for such a contingency as the re-adjustment of sections, and the Commissioners have no authority to appropriate funds for such an object. I am aware that you do not need to be told of the existence of this difficulty, nor of its extent. I refer to it now to show that it has not diminished, far less disappeared. I notice that you suggested a remedy in your last report, and it is to be hoped that it will be acted upon at the next Session of the Legislature. From the fact above stated, I have found it impossible, unaided, to make a complete list of the sections in Cape Breton County. For several years past I find that the highest number of any section is 130. When new sections have been created by sub-division, *half numbers* have been adopted, of which there are now several., There are, however, several *whole numbers*, which I fail to find even on paper. So I continue to give the number of sections in this county as 130.

Two new sections have been added to the list in Richmond County, one being the vacant territory in the rear of Loch Lomond referred to in my last year's report, which has been named Caledonia, No. 52½; and the other, a portion of the old Basin section, named East Basin, No. 15½. In the former of these new sections school has been kept the whole year, and in the latter one term, rented houses being used in both cases, pending the erection of public school buildings, which are by this time underway. The section of Grand Grave, established in 1871, which never before got beyond the erection of a frame for a school house, is making a new start, and has now a house boarded in and partly shingled. I hope to see a school in operation there next summer. Still another section has been formed by the division of L'Archeveque, No. 31, to which was given the name of St. Esprit, No. 31½. Not much progress having been made during the year towards establishing a school, I have not taken this new section into account in the tables, but set down the number of sections in the county for the year at 70.

The section heretofore called St. Esprit has been re-named Intervale —the more appropriate name by which it was commonly known.

School was opened in a new school house at Huntington's Mountain, No. 91, (C. B.) on the 1st June. The house, though unfinished, was fit for occupation in the summer, and it was to be completed exteriorly during vacation. East Bay, No. 86, has a school house in course of construction, which will likely be finished during the coming winter. This section has been singularly unfortunate, having lost two school houses by fire within a few years. The last one was destroyed in the winter of 1880–1, and there has been no school there since. A frame has been put up at Grand Narrows to re-place the old school house, now unfit for further use. At North

Sydney a building has been leased for a term of years, repaired, and fitted up into two good rooms to accommodate as many departments of the town schools. The trustees of Sydney Mines have found it necessary to put up still another building to supply the growing requirements of the section. It is the intention to have the new room ready for occupation in the course of next term, making the ninth department in the section. Last term there were eight teachers employed; having a total registration of 688 pupils. Of course some of the rooms were overcrowded, but the remedy, as already shown, is at hand. In the Winter Term of 1880–81 there were only six departments, with 514 pupils enrolled. The trustees and people have shown commendable energy in trying to supply wants that seemed to grow apace, in proportion to the efforts put forth to meet them, Not so with other sections of the county—notably Reserve and Lorway (one section), Bridgeport, Louisburg and one or two others, where the lack of accommodation has long been cause of complaint, and where repeated promises of improvement have so far resulted in nothing very practical. In one of the departments of the first-mentioned section, there were 119 pupils enrolled last term, making an average daily attendance of 75, in a building calculated to accommodate comfortably about 50. Imagine a teacher with possibly 100 or more pupils from the A. B. C. upwards, huddled together in such a place, and expect him to do satisfactory work! In the other school there were 106 pupils registered, making a daily average attendance of over 60. The capacity of this room is about 60 To increase the difficulties of the teachers, there is little or no attempt at grading; each school is about as independent of and distinct from the other as if they belonged to different sections. These and other irregularities in this section call for an early exercise of authority to enforce the requirements of the law. In Bridgeport, where two teachers are employed, there were 182 pupils enrolled last term. Of these, 120 were in the elementary department conducted in a room 24 × 10 feet, according to one return.* Judging, however, from the report of proceedings of the last annual meeting, I trust a more satisfactory state of things will soon obtain in this important section. The sections of Back Lands of Boularderie, and Victoria, (also in Boularderie) each had school one term—the first term in several years.

In addition to the building operations above referred to, in both counties, several minor improvements in the shape of enlarging, finishing, furnishing, etc., might be mentioned did space permit. In most cases, I find trustees and ratepayers disposed to make such improvements, from time to time, as are consistent with their means and circumstances; but in too many instances apathy and indifference exist to such degree that the same defects continue from term to term unremedied and apparently unthought of. There are very many poor school houses destitute of furniture and the most essential apparatus —the result of poverty and paucity of ratepayers, of course; but I have many, at this moment, in my mind's eye where a little good will and united action would secure many improvements at a trifling or no

*The dimensions of this room are variously reported in different returns.

outlay of money. I have found it necessary during my last visitation to give formal notice in several sections that unless early steps were taken to improve the school houses, I would be under the necessity of recommending, at the next meeting of the Board of Commissioners, that such school houses be condemned.

Ventilation of the school room is often very much neglected. I find it difficult to impress upon many teachers the great importance of this subject. The means of ventilation are, it is true, very imperfect, and sometimes altogether wanting, in most of our common school houses,—so much so, that many of them should be condemned on sanitary grounds alone; but a great deal is due to the negligence or ignorance of the teachers themselves, while their own pale, sallow faces bear testimony to the kind of atmosphere they breathe day after day. I think the time has come when a knowledge of the laws of hygiene, in so far as relates to ventilation and temperature, should be required of all candidates for teachers' licenses. I wish that every teacher in the district had heard and digested the admirable paper on this subject with which Dr. McKay, of Reserve Mines, kindly favoured the Association at the last meeting. The living voice of one so well able to treat this *vital* subject could not but be productive of immense good.

The fourth annual meeting of the Teachers' Association was held in the Sydney Academy on the 4th and 5th of October. The programme provided was a very good one, and the discussions elicited were animated and instructive. One very interesting feature was a lesson in Natural History given by Mr. Wm. Haggerty of Sydney Mines, to a class of eight of his pupils who acquitted themselves very well. As on former occasions, many ladies of the town, and most of the professional gentlemen, attended one or more of the sessions. The attendance of teachers was very large, but I wish it had been even larger; I wish that all who can make it at all possible would attend the meetings. Those who absent themselves do not know how much they lose.

Only 44 sections of Cape Breton and 28 of Richmond sent in records of their annual meetings as required by law. From these records I find that seven only of the former took any action on the "Act to secure better attendance," six adopting and one rejecting it; of the latter, three voted for the Act and five against it. Its scope and working are of course but little understood as yet in many places.

I have used all possible efforts to secure prompt and correct terminal and annual returns, but many sections continue to be very tardy at the close of each term, and I find some of the statistics given very unreliable and often inconsistent. These remarks apply particularly to questions 22 and 28 in *Table II. of Trustees' Returns*, and to the annual *Financial Memorandum*. The extra work and annoyance occasioned thereby in working off annual reports for the department can only be appreciated by a person familiar with such work. Teachers, who generally have most or all to do with preparing the returns, should see that they are correct, and having the main interest in their object—the securing of their salaries—they should

see that they are promptly despatched. I can see no reason why a school return should not be ready for despatch one or two days after the close of the term, whereas they often come to hand attested as late as the 8th or 10th of the month.

The number of candidates presenting themselves for examination for teachers' licenses last July was 79 at Sydney and 26 at Arichat. Following are the results:—At Sydney, there was one for Grade A, Mr. E. T. McKeen of the Preparatory Department of the Academy, who made the splendid average of 79.3; there were 9 for B, 6 succeeding, 2 taking a lower grade, and one failing altogether; 42 for C, of whom 10 were successful, 12 securing D, and 20 failing; and 27 for D, of whom 8 succeeded and 19 failed. At Arichat there were 26 candidates, 12 for Grade C and 14 for D. Of the former 5 took the grade applied for, 5 the next grade, and 2 failed, while of the latter 3 succeeded and the remaining 11 failed. There were therefore 52 candidates altogether that succeeded in obtaining some grade of license, but they are not all *new* teachers: 19 of them were licensed teachers seeking a higher grade, which leaves the accession to the staff at 33. Of this last number it should also be remarked that several had no intention of entering the profession, having undergone examination from other motives. Notwithstanding this accession to the ranks, teachers are still very scarce. Many leave the country or the profession to go elsewhere or at something more lucrative,—and that means almost anything at all. Who can blame them? When one glances at the average of teachers' salaries, one cannot expect that educated men and women will continue to spend the best years of their lives in a service so unremunerative, often so thankless, and generally so barren of future prospects. I am often thrown into serious and unpleasant reflection by the readiness with which large and well-to do sections, that should employ first-class and *first-rate* teachers, accept or seek the services of persons holding a low grade of license, or even *no grade at all*, provided they can get them *cheap*. The *cheap* teacher is a whistle for which people very often, if not always, pay too dear.

The academic department of the Arichat schools was re-opened near the beginning of the year with Mr. Michael McKinnon, M.A., a teacher of fourteen years' experience, as Head Master. The building has been put in a fair state of repair, two departments have been provided with improved desks and other necessary furniture, and provision has been made for some needed apparatus. While the studies pursued were not of a very high order, owing to the lack of advanced pupils, no support in this respect having been received from other sections of the County, a fair start has been made which I trust will lead to good results in the near future.

On the resignation of Mr. McInnis, at the close of the winter term, Mr. McKittrick returned to his old post in the Sydney Academy. This institution continues in a most flourishing condition. With two Grade A teachers now employed, it will be prepared, with the expected Provincial encouragement, to show still greater results.

In conclusion, I wish to express my opinion that while there is still much room for improvement, our schools are, on the whole, decidedly progressing.

Again thanking you for your usual kindness and courtesy in our official intercourse,—an expression of gratitude I wish to extend to many friends throughout the district for unflagging hospitality.

I have the honor to be, Sir,

Yours very respectfully,

M. J T. MACNEIL.

TO DAVID ALLISON, ESQ., LL.D.,
*Superintendent of Education.*

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## DISTRICT No. 8.—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

SIR,—I beg respectfully to submit the following Annual Report upon the present general condition of the Public Schools within the Counties of Inverness and Victoria.

The district now comprises 240 distinct school sections. Of this number *five* have been recently created,—"Millan, No. 9½." and "Louisville, No. 57½," resulting respectively from the sub-division of "Little Judique" and "North-West Arm," both in Inverness; and "Pembroke," No. 5½," at the rear of Friar's Head, in North Inverness. In the County of Victoria *two* new school sections were formed,—one "South Tarbut, No. 57½," at the North River of Saint Ann's; the other on the Island of St. Paul's. Saint Paul's is situated at a distance of 13 miles right out from the mainland of Cape North, and has the distinction of being the most northerly school section in the Province.

*New Buildings.*—In the matter of increased and improved accommodation, the abstracts of financial memoranda shew expenditures to have been made during the year to the extent of $2,200 in Inverness, and $1,900 in Victoria.

The new school house at Port Hood, erected at an expense of $800, is a plain, substantial building. It is arranged to accommodate two departments—a Primary and an Advanced, and is provided with a portico, having a separate entrance to each apartment, and a basement running the length of the whole building. The ceiling is high, and the appliances for heating and ventilation are ample.

New school houses have also been recently erected in the sections of Little Judique, Millan, Brooklet, and McPherson's Brook, in South Inverness; in the section of King Ross in North Inverness; and at McKinnon's Intervale, South Harbour, and Middle Harbour, in the County of Victoria.

At the regular Annual Meetings of the School Boards the list of sections entitled to special aid were revised, and each list was more or less numerically reduced. For the school year ending on the 31st

October next 15 sections in South Inverness, 11 in North Inverness, and 8 in Victoria are qualified to draw additional grants.

During the past year, in South Inverness, only four sections in winter, and 6 in summer, participated in the increased allowance from the county treasury. In North Inverness there were but *two* sections thus aided in winter, and but *one* additional section during the following summer.

The extra grant was not drawn, for either sum, by any school section in Victoria,—simply because, by the terms of the amended Act, school sections coming under this category must, in every case, employ teachers holding a Provincial License of the Third Class. This condition was not complied with, during the Winter or Summer Term, by any section on the special aid list in the County of Victoria.

In all the recently-formed sections, provision was made, at the last Annual Meeting, for building and other school purposes.

Four sections in the district are still destitute of school accommodation of any kind. One of the number, "Big Bras d'Or Mount," advances the plea of poverty. The locality is, however, exceptionally rich in its large number of stout, healthy children, and the worthy Chairman and other members of the School Board have more than once expressed their regret to see so many young people grow up in gross ignorance, when "an ounce of prevention," which is proverbially so much better than "a pound of cure," might be the means of training them up to become useful members of society.

The rate-payers of another, "Rear Baddeck Bay," are in fairly comfortable circumstances, but warm disputes in the selection of a suitable building site have blighted the cause of education in the section, and although the miserable hut formerly used for school purposes was *condemned* a couple of years ago, the people appear to be in no hurry to have it re-placed. The school taught in this section during the past Summer Term was not allowed any portion of the Provincial or County Fund.

"Wright" school section, in North Inverness, does not have a single very poor person within its borders. At the time of its formation a few years ago, the petitioners pledged themselves to build whenever they should receive the requisite data for organization. Nothing in the direction indicated has, however, been done, and I purpose, therefore, at the approaching session of the School Commissioners, to have the necessary steps taken to have the rate-payers of this section restored to the section from which they were originally detached.

"Miller" section is situated in a mountainous region in South Inverness. The school house is not habitable, no Annual Meeting has been held for years, and the section generally is completely disorganized

At the regular Annual Meetings of the School Boards the school houses of 8 sections in South Inverness were condemned as unfit for school purposes; and 4 school houses in North Inverness shared the same fate. The Victoria Board condemned 8, but desired me to add

to the customary *notice* of condemnation to each Board of Trustees, that in the event of any of the school houses thus condemned being repaired within a reasonable time to the satisfaction of the Inspector or of any visitor appointed by the Board, the condemnation should be revoked.

By referring to Table II. in the abstracts of school returns, it will be observed that there are 8,368 school-going children in the district, while accommodation in seats and desks is provided for 8,480. This is a satisfactory shewing, but the statement is to be taken *cum grano.* The accommodation is too often of a very inferior kind. The educative value of neatness and taste in external surroundings, and in the internal arrangement of furniture, apparatus, &c., is rarely invested with the importance to which it is entitled; and even matters of such prime importance as ventilation, temperature, and a due gradation of seats and desks, are "more honoured in the breach than in the observance."

During the Winter Term of the past year 203 schools were in operation within the district, and 212 during the following summer. A comparison with the corresponding figures in the statistics of the previous year shews a small decrease in the number of schools open during the Winter Term, and a considerble increase over the number open during the summer following.

The registration is somewhat in advance of that of previous years. 7,365 pupils attended school in winter, and 7,352 in summer,—while over 8,000 *different* pupils were unregistered during the year.

I am not aware that the compulsory Act has been enforced in any section in either county.

During the Winter Term *two* teachers of grade A were employed; 26 of grade B; 58 grade C; and 128 of grade D. During the following summer the Academies employed Head Masters of grade A as usual; a few of the B teachers retired; the C's sustained no change to speak of; and the D's were largely represented.

As a rule, the salaries of teachers in this district rule lower, I believe, than in some of the Western Counties.

The scarcity of teachers during the past year has, however, improved the market for those who are fortunate enough to have licenses of the higher grades, and what is still more important, to have their *names up* for professional aptness and devotedness to duty. Some teachers are and will be paid at low rates, but they are invariably men of inferior calibre. As a rule, persons who are paid but little are worth but little. Teachers of established reputation command high salaries, and have no difficulty whatever in securing good situations.

You will observe by referring to the supplementary tables that the average salaries paid to all grades have materially advanced upon the rates of previous years.

*The Teachers' Association* continues to exert a marked salutary influence. The names of the clerical spirits in the profession grace the

roll of membership. The incapables are always too busy to attend a feast of which all are freely invited to partake. Teachers are under no obligations to attend. even when the meetings are conveniently accessible. The attendance is, therefore, often too small and too irregular for the attainment of the largest and best results. The next meeting is to be held at Baddeck, and as that village is famed for the beauty of its scenery, and its easy accessibility by land and water, the teaching fraternity of both counties will, in all probability, be creditably represented.

*School Visitation.*—The extreme severity of the weather checked outside professional work during the months of January and February. Then came the great March freshet, sweeping bridges in both counties before it. This crippled my progress through the large river districts. I however visited nearly all the schools in session during the Summer Term. The schools in West Inverness and North Victoria were visited in July; Central Inverness and East Victoria in September; and the southern districts of Inverness and Victoria in October.

As to the character of the work performed, I beg to say that it was mainly confined to an examination in Reading, Writing and Arithmetic. These are emphatically the weapons of every day use in the great battle of life. A man is powerless without them, and it is the duty, *par excellence*, of the educationist to get every child entrusted to his charge well grounded in branches of such universally-admitted importance. In schools in which branches of a more advanced character are taught, a thorough inspection is made as to the progress and attainments of all the classes. I was pleased to find, in a late tour of inspection, that a few teachers of decidedly progressive tendencies have had the courage to introduce newspaper reading, as an *occasional* exercise of the school room. The practice, when confined to legitimate limits, is a good one. It provokes a thirst in the mind of the young to know what is going on in the great theatre in which they are all soon to appear, either as actors or clowns. And when the counties and towns incidentally referred to in the columns of any ordinary periodical are discussed in relation to their position, population and commerce, a vast fund of general information is evoked and treasured up by the pupils for future reference.

*The County Academies.*—The friends of the Hawkesbury Academy have not been disappointed in their most sanguine expectations of the institution's general success.

Mr. Forsyth is still in charge of the advanced department. In addition to ordinary academic work, the Principal has classes in Chemistry and Natural History. The charts in Natural History are provided by the trustees, and the text-books are the property of the pupils. The increase of the school in popular favor has overcrowded the Primary department. The necessity of providing additional accommodation is therefore a matter of immediate importance. Seven pupils from this school went up for examination in July. Of this number *five* obtained the grades applied for; *two* a grade lower. Good judgment and thoroughness in school work are strikingly indicated.

The Academy at Baddeck continues to prosper. Mr. Patterson, the Principal, is devoted, heart and soul, to the success of the institution. The grading of the school is steadily improving. Each department is doing work peculiar to itself. In the advanced department, instruction in the elements of natural science is hereafter to be made a specialty. The Principal has been for some time collecting materials for a museum of geology and mineralogy, to which he has added a cabinet of Indian relics of the stone age, and other curiosities from every clime. A day of bright promise is evidently dawning on the Baddeck Academy.

In the monthly abstract of *Inspection Notes* are entered the character and general standing of every school in the district, to which, together with the *Notes* themselves, I would beg respectfully to refer you for further information.

The existing method of filling vacancies in boards of trustees, when the Annual Meeting is not held, is needlessly tedious and circuitous, and where conflicting elements are at work, questions of a perplexing character are apt to come up for solution. The customary requisition may not be authentic, the " seven rate-payers " may not adequately reflect the views of the section, and the committee to whom the function is delegated, and who are apt to be ignorant of the character of the *nominee* for the trusteeship, may unintentionally elevate a local Hotspur to a position in which he may fan the fires of discord in the community. Cases are known in which the trustees have wilfully and knowingly neglected to put up the necessary *notices* for the Annual Meeting, with a view specially to have the succession to the trusteeship practically in the hands of parties adverse to educational progress.

I beg to close this report by suggesting :—

1. That teachers and trustees be paid according to a specific scale of *results*.

2. That balances of extra grants to *poor sections*, not otherwise appropriated, should be placed to the credit of the school funds, to be applied as aid in the building and equipment of school houses in the poor districts.

And 3. That in sections in which no Annual Meeting is held on the day by law appointed, the Inspector be empowered to call a special meeting to enable all the rate-payers to have a voice both in the election of a new trustee and in voting money for school purposes.

All of which is very respectfully submitted.

JOHN Y. GUNN.

To DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

## DISTRICT No. 9.—PICTOU AND SOUTH COLCHESTER.

R. McLELLAN, *Inspector.*

SIR,—My brief acquaintance with the district and with inspectoral work, will necessarily prevent me from giving such a full and precise report as I could wish. Using all diligence during the time at my disposal, I was yet unable to visit all the schools in operation, and had no opportunity of making myself acquainted with the condition of sections in which there were no schools. This was owing, in a measure, to my ignorance of localities, and consequent inability to avail myself of the most advantageous and convenient routes.

In addition to statistical tables, already forwarded, I beg respectfully to present a few statements of a more general character, yet containing information necessary to a correct understanding of the educational condition of the district.

The Board of School Commissioners for South Colchester, at its May session, adopted a resolution reuniting Irwin Section with Clarkville, from which it had been separated in 1874. The whole number of sections in this district at present is, therefore, 195—133 in Pictou County and 62 in Colchester. Of these 32 were without school in winter, 24 in summer, and 16 during the year.

Sections without school in the Winter Term :—West Branch, River John, Union Hall, Fox Brook, Upper St. Mary's, Marsh, Barney's River, Indian Reserve, in Pictou ; Green's Creek, Shubenacadie, Coldstream, Otter Brook, Earltown Road, Riverside, West St. Andrew's, Lanesville, in Colchester.

Sections without school in Summer Term :—Poplar Hill, College Lands, Beech Hill, Glencoe, Blanchard's Road, Moose River, Garden of Eden, in Pictou ; Upper Chigonois, in Colchester.

Sections without school during the year :—Three Brooks, Carribou Island, Pictou Island, Marsh, East River, Trenton, Knoidart, Black Brook, Mount Adam, Green Valley, in Pictou ; Kempt Town, Fort Ellis, Smithfield, Upper Brookfield, Riversdale, Union, New Britain, in Colchester.

The Indian School at Boat Harbor, Pictou County, was only placed in connection with our school system in May, 1881. A school was in operation in this section for four months of the Summer Term. Owing, however, to the migratory habits of the Indians, the attendance was very unsatisfactory, out of 29 pupils registered, the average being only 7.5 and average time attended by each pupil 14 days.

*School Accommodation.*—New buildings have been erected at Truro, New Glasgow, Pictou, Elmsville, Durham, Fox Brook, Trenton and Lismore. Hopewell has added an apartment and now has a graded school of two departments. Lyons Brook has enlarged and improved the room in whieh the junior class is conducted. The houses at Pictou and Durham fill the place of those destroyed by fire last winter. A wing has been added to the Drummond schoolhouse,

Westville. This, however, cannot properly be regarded as *additional* school accommodation, as it is to be occupied by the primary school heretofore taught in a hall rented for the purpose. The primary departments in this section are entirely over-crowded, as are also those of Albion Mines and Vale Colliery, the numbers registered ranging from 109 to 130. An explanation offered for this state of affairs is, that the population, and, in consequence, the attendance at school varies with the demand for labour in the mines, and, though the schools are thus, at times over-crowded, the accommodation is in general, sufficient for those seeking admission. I am not prepared to state, from personal knowledge, to what extent this excuse is valid. Whatever the cause, there is urgent need for remedy, as little can be accomplished while such a condition exists, even for a portion of each term.

With the exception of the sections just mentioned, the accommodation is pretty well up to the requirements of the law, or gave promise of being so at the beginning of the next school term.

The matters treated of in the following paragraphs have, doubtless, been fully and accurately dealt with in the reports of my predecessors. My purpose in referring to them is merely to give expression to a few general impressions produced on my mind in the course of necessarily brief and hurried visits to the several sections.

*School Premises.*—Improvements, no doubt, have been made in this particular within the past few years. Much, however, yet remains to be accomplished. As a general rule, sites are well chosen, but, in a great majority of cases, the grounds are left unimproved and unenclosed, unless the unsightly log fences protecting the adjoining fields be regarded as forming a partial enclosure. In very rare instances is there any attempt at ornamentation. It is surprising to find such a state of affairs existing in sections where a laudable degree of attention to neatness and taste is manifested in the dwellings and premises of the people. Were the beneficial effect, on teacher and pupil, of tasteful and attractive surroundings properly understood and appreciated, I am confident that this condition of affairs would not long be suffered to continue, especially when the trifling outlay necessary for its improvement is considered.

The schoolrooms, as a rule, present a much neater and more comfortable appearance than the uninviting surroundings would warrant the visitor in expecting. In too many instances, however, the interior betrays evidence of the same neglect and lack of regard to appearances which characterize the exterior. In many of these, little more than a thorough cleansing and repainting is necessary. Others, I fear, will require to have the attention of Boards of School Commissioners directed to them. For reasons which, I believe, will be obvious to you, I forbear mentioning any of these by name in this report.

*Schools.*—While I am unable to report that all, or even a large majority of the schools are as efficiently conducted as could be desired, I am happy to be able to state that, with rare exceptions, the teachers appear to be conscientious and painstaking in the performance of their

school duties. The lack of efficiency will be readily explained by a glance at Table III. of Statistics. Of the teachers employed during the year, a majority had been less than three years in the service. In the winter term 78 removed to new sections and 27 were employed for the first term; in summer, 80 removed to new sections and 10 were new teachers. If it be admitted that experience is of benefit to the teacher, and that a thorough acquaintance with the disposition and capabilities of each pupil is indispensable for the successful management of the school, comment on the above facts becomes unnecessary. The shortness of the time that teachers continue in the profession, though a matter for deep regret, can certainly occasion no surprise in view of the subjoined table of salaries.

Average salary of teachers, including Government grant :—

| | Males. | | | Females. | | |
|---|---|---|---|---|---|---|
| | A. & B. | C. | D. | B. | C. | D |
| Pictou County | $416 | $271 | $191 | $263 | $225 | $157 |
| Colchester County | 460 | 290 | —— | 287 | 252 | 157 |

These figures include the salaries paid in the towns which are in general considerably above the average of those paid in country sections.

Besides receiving inadequate remuneration for their services, teachers have many difficulties and discouragements to contend with. The work of the school is oftentimes impeded by the lack of books and apparatus. Classification is rendered almost impossible by the irregular attendance of pupils and by the prejudices of parents. Cases are not infrequent in which children are withdrawn from school because the teacher finds it necessary, for their own benefit and that of the school, to assign them to lower classes than they have occupied in a previous term. In fact, I found one school during the summer term, almost broken up from this cause alone. Prejudices exist against certain of the prescribed subjects of study. English Grammar and Drawing seem to be the pet aversions. Some are contented with a passive opposition exhibited by neglecting to procure text-books on the obnoxious subjects, while others go so far as to forbid the giving of instruction, even orally, in these branches. To overcome all these obstacles and many others which might be enumerated, the teacher requires practice, tact and unflagging determination.

If this brief sketch of the educational aspect of the district seems somewhat gloomy in colouring, it may be ascribed to the fact that my attention has purposely been directed to defects and deficiencies with a view to the adoption of means for their removal.

In conclusion, permit me to tender you my sincere thanks for many helpful suggestions in regard to the efficient discharge of my new duties, and for kindness and courtesy in general in our official intercourse.

I have the honor to be, Sir,

Very respectfully yours,

R. McLELLAN.

To David Allison, Esq., Ll. D.,
*Superintendent of Education.*

## DISTRICT No. 10.—NORTH COLCHESTER AND CUMBERLAND.

W. D. MACKENZIE, *Inspector.*

SIR,—I have the honor to submit the following report for school year ended Oct. 31st, 1883.

You will notice by the tables of statistics, already forwarded, that educational progress in this district is very noticeable. In Cumberland there were but two schools vacant the entire year, while in the Colchester division of the district there were no schools vacant during the whole year. Cumberland had 158 teachers and licensed assistants during summer term just closed—the largest number ever employed in the County. In West Colchester and Stirling 64 teachers were employed this term. The proportion of population at school during the year in Cumberland was 1 in 4·3 as compared with 1 in 4·5 last year—a fair increase. Cumberland shows 6333 pupils attending school during some part of the year, as compared with 5959 last year. Several schools were in operation one of the terms this year that have been closed for a long time. Indeed the demand for teachers for the summer term was so great that several schools were unable to secure teachers at all. One new section was formed in West Colchester by the division of the Folly Mountain section, a school-house built and school established. Our record for the winter term is not so favorable. Cumberland shows 29 schools vacant, and West Colchester and Sterling, 7. Most of these schools close in winter on account of snow-blocked roads. Still Cumberland shows a gain of 6 over the number of schools in operation as compared with the previous winter, and a gain of 566 in pupils at school. Comparing the summer terms they stand thus :—

| | 1882. | 1883. |
|---|---|---|
| No. of schools in session | 145 | 150 |
| No. of teachers | 146 | 158 |
| No. pupils registered | 5654 | 5859 |

In the Colchester part of the district the room for improvement is not so great, hence the figures do not vary so much. A constant and healthy progress is observable, however. Some of the finest and best appointed schools in the entire district are found in West Colchester. These schools are never vacant, their teachers are nearly all Normal School graduates, and all do superior work. Their school houses are well equipped with all necessary appliances.

*New Buildings.*—Six new buildings have been erected in the district this year. They are all constructed by plans furnished by me, and care has been taken to secure good light and ventilation. Particular attention is paid to the black-board surfaces, liquid slating being used in all cases where new boards are made.

*Money Vote.*—The amount voted in Cumberland for school purposes this year was $14,272.00, or $725.00 more than last year, while the

amount for building and repairs was $984.00 over last year's vote for this purpose. Before the annual meeting circulars were sent to trustees in both counties directing attention to the following points :—

(1.) The necessity of regularly visiting the school.

(2.) To see that the Course of Study is faithfully carried out, and that the Arithmetic shall not be below the standard laid down therein.

(3.) To encourage the systematic teaching of *Industrial Drawing*, and in the rural sections Agricultural Chemistry.

(4.) To secure as large a money vote as possible.

*Educational Interest.*—Economy and Londonderry still lead in this respect. A healthy interest is manifested over the entire district, and schools are closed only where teachers cannot be obtained or in poor sections where they can keep school but one term in the year. One case of apparent negligence has occurred since the close of the school year, and though it does not properly belong to this report, I make mention of it to suggest the advisability of a modification in the law, which would enable the Inspector to take action, which he cannot do as the law now stands. In section No. 2, West Colchester, only a few of the ratepayers attended the annual meeting. Those who did attend were not men with families and thus interested in a school; hence no money was voted. Some of the ratepayers however were anxious to have school, but for the sake of peace in the section did not like to proceed against the trustees for neglect of duty. Here then is a comparatively wealthy section, registering sixty pupils, which will have no school next term. I think the Inspector should be empowered to act in such emergencies.

*The Local Association.*—The meeting of the Cumberland-Colchester Teachers' Association was held at Acadia Iron Mines in June. Though the enrolment of teachers was not so great as last year, yet the attendance was fair and the sessions very interesting and instructive. A paper on the important subject of Ventilation of School-houses was read by J. N. Macdonald, M. D. This paper awakened much interest and was well discussed. Miss Smith, Art teacher at Normal School, kindly responded to our invitation to read a paper and give a lesson in Industrial Drawing. This excellent lesson was very highly appreciated and, as I have been informed since by many of the teachers, was of great practical use to them in subsequent teaching. The Superintendent of Education lectured to a very large public meeting in the evening. The people of Acadia Iron Mines are thoroughly alive in educational matters, as their efficient and well appointed schools abundantly testify.

*Efficiency of Schools.*—There is a gratifying increase in the efficiency of our schools since the general adoption of the Course of Study. Trustees are acquainting themselves with its requirements, and are doing their best to have it thoroughly worked up. Every school in the entire district from the Pictou line on the north to Cape d'Or is following the course, and the general success is most gratifying. I

reported last year that in the majority of our schools arithmetic was below the standard as laid down in the course. We have devoted special attention to this most important branch this year, and it is now up to the standard in all the schools. We do not allow any modification of the course, but follow it exactly. Branches may be *omitted entirely* (except reading, writing, and arithmetic) if trustees and teachers think it advisable, but every branch taken up must be followed strictly in accordance with the course. A year or two ago it was a rare thing to find a school properly classified, but since the Course of Study has been adopted it is just as rare to find a poorly classified school. The results attained in this district by close adherence to the course are truly surprising. I still spend much time explaining it to trustees and young teachers. Our graded schools continue to do superior work. Amherst schools, with nine departments, rank first, but are closely followed by Acadia Mines and Parrsboro, each with five departments. The Spring Hill Mines (5 departments) is doing well. This school has one of the best Primary Departments in the district, and is excelled only by Tatamagouche Primary Department, which is probably the best we have. Miss Semple, who has charge of this department, is probably one of the most efficient primary teachers in Nova Scotia. The Primary Departments at Oxford and Wallace have much improved since last year. I have devoted a good deal of attention to primary work this year, and as one of the immediate results am able to show that trustees are getting the very best teachers that can be obtained for teaching the youngest children. Some of our miscellaneous schools have done remarkably good work this year—notably most of those along the Economy shore. The advanced department of Central Economy graded school did superior work this summer—the first time for a number of terms. Apparatus designed to meet the requirements of the Course of Study is being generally introduced, and every school in the district has at least a good blackboard and an abundant supply of proper chalks. The Parrsboro graded schools are being supplied with new patent seats and desks, such as have been placed in the Acadia Mines schools.

*Branches Taught.*—We teach all the branches laid down in the Course of Study, but continue to pay particular attention to the elementarys, and notably arithmetic, for reasons previously stated. In the Colchester Division we show this summer 1904 pupils studying Industrial Drawing, and in Cumberland 2418—a gain of nearly a thousand over last summer. Walter Smith's Manual is found in every school in the Parrsboro district, and in very many of the schools in the other districts. The teachers of District No. 10 are deserving of the highest praise for the way in which they have introduced and taught a branch which was entirely new to most of them. Their success is demonstrated by the really good specimens of original design frequently sent me from the schools.

The English Grammar recently prescribed, is already in the Graded Schools, from the 6th Grade up, and is being rapidly placed in the miscellaneous schools throughout the district. I have carefully read the Grammar and am much pleased with it. It will be placed in all the schools in the district this term.

The work of inspection was considerably interfered with by bad roads, &c., last winter, but all the schools, except those at Amherst Shore and vicinity were visited this summer. In my examinations I strictly follow the course of study, and am glad to report that as a rule all the schools bear a good examination.

I have the honor to be, Sir,

Your obedient servant,

W. D. MACKENZIE.

To David Allison, Esq., Ll.D.,

*Superintendent of Education.*

## APPENDIX C.

# REPORT OF THE BOARD OF SCHOOL COMMISSIONERS.

## CHAIRMAN'S REPORT.

OFFICE OF COMMISSIONERS OF SCHOOLS,
Halifax, N. S., November, 1883.

TO DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education for the Province of Nova Scotia:*

SIR,—I have the honor to submit, for the information of the Council of Public Instruction, the Report of the Board of Commissioners of Schools for the City of Halifax for the School Year ending 31st October, 1883.

The total amount expended on the Schools by the Board during the year was $71,981.01, viz., $8,001.71 on account of the High School, and $63,979.30 on account of the Common Schools. Of the $8001.71 expended on the High School, (including property connected therewith), $5,486.24 was derived from the City Assessment for Schools and the remainder, $2,515.47, from fees of pupils, rents of properties &c.

In the Common Schools 5,618 pupils were registered as in attendance during the year, being a slight increase over the number registered the previous year. The average cost per pupil was $11.37, a lower rate, as will appear from the tables, than in any year since 1868.

The attendance at the primary departments of Albro Street and Russell Street Schools had so increased that it was found necessary to open additional departments. In the case of Albro Street, the pupils in the temporary department were, at the regular grading in November, absorbed into the other departments, and the department closed; while at Russell Street, the accommodation has taken the form of a permanent additional department.

The residents of Africville, a settlement of colored people in the extreme north of the city, having petitioned the Board for school privileges, a school was opened on 1st March, under a competent master, in an old building that answered its purpose during the summer months, but is quite unfit for winter use. A new building has therefore been erected by the Board, on a site given by the City Council, and is now nearly ready for occupation.

The usual Night Schools for boys, except that in connection with St. Mary's, were in operation the last winter, and were well attended.

These schools meet the wants of boys who are employed during the day, and of young men who are unable to attend the day schools.

Accommodation was also given in the Acadian School to the Women's Christian Association, who devote a considerable portion of their time during the winter months in giving instruction to a large class of factory and servant girls.

The examinations of the schools were held as usual in the spring and at mid-summer, and were generally very satisfactory. It is to be regretted, however, that the public in general, and the parents of the pupils in particular, do not attend the examinations in large numbers, and see what is really being done in the schools.

The Board has had considerable difficulty for a long time in ascertaining what would be the most generally convenient hours for opening and closing the schools, and the best time for the dinner hour, and maintain a general uniformity in the schools, some parents being in favor of one continuous session, from 9 A. M. to 2 P. M., others in favor of two, a forenoon and an afternoon session; some parents dining at 12, others at 1; many complaining that an hour was too short for dinner. Change after change had been made, but all proving unsatisfactory, the whole question was referred to a committee, which, after mature consideration, reported a uniform system:—

1. That during the months of December, January, February and March there be only one session in all the Public Schools, to commence at 9 A. M., and to close at 2 P. M., with the usual recesses.

2. That during all other months, all the Public Schools open at 9 A. M., and close at 3.30 P. M., and that the mid-day intermission extend from 12.30 to 2 P. M.

3. That the *Principals* of all schools having *more* than four departments have one session only on Thursdays, for the purpose of directing work and inspection in the other departments.

This was adopted by the Board, at once put into operation, and has so far given general satisfaction.

The Board is now in a better financial condition than it has ever been. Owing to recent legislation respecting civic matters, the City Assessment for Schools is now paid te the Secretary of the Board weekly, as received by the City Treasurer, and the Board has been enabled, since that legislation came fully into operation, to pay its teachers their monthly salaries promptly on the regular day.

JAMES BUTLER,

*Vice-Chairman.*

# SUPERVISOR'S REPORT

## For the Year ended 31st October, 1883.

THE BOARD OF SCHOOL COMMISSIONERS FOR THE CITY OF HALIFAX:

*Gentlemen,*—The following information regarding the Public Schools of the City of Halifax for the year ended October 31st, 1883, is respectfully submitted:—

### WINTER TERM.

During the Winter Term, ended April 39th, 1883, 81 Female and 16 Male Teachers were employed, making a total of 97 Teachers engaged in the Common Schools of the City.

Of these, 2 held an Academic License, or Grade A; 31 held a First Class License, or Grade B; 58 held a Second Class License, or Grade C; and 6 held a Third Class License, or Grade D.

### SUMMER TERM.

During the Summer Term, ended October 31st, 1883, 81 Female Teachers and 17 Male Teachers were employed, making a total of 98 Teachers—an increase on the staff of one over the number employed during the former term.

Of these, 3 held the Academic License, Grade A; 30 held a First Class License; 58 held a Second Class License, and 7 held a License of the Third Class,—in all 98 Licensed Teachers.

| | Winter Term. | Summer Term. |
|---|---|---|
| No. of Licensed Teachers | 97 | 98 |
| " " Male Teachers | 16 | 17 |
| " " Female Teachers | 81 | 81 |
| " " Male Teachers, Grade A | 2 | 2 |
| " " Female Teachers, Grade A | 0 | 1 |
| " " Male Teachers, Grade B | 12 | 13 |
| " " Female Teachers, Grade B | 19 | 18 |
| " " Male Teachers, Grade C | 1 | 1 |
| " " Female Teachers, Grade C | 57 | 57 |
| " " Male Teachers, Grade D | 1 | 2 |
| " " Female Teachers, Grade D | 5 | 5 |

## Pupils Registered.

The number of pupils returned as registered for the term ended October 31st, exclusive of the pupils in the High School, is 5128, a small increase on the number registered for the corresponding term of last year; and the average daily attendance is 3925, an increase of 232 on the number returned for the corresponding term of 1882. This will give an average of about 52 registered pupils to each teacher.

## Comparative Statement.

The table on opposite page gives a comparative statement of the number of enrolled pupils, and of the average daily attendance, during the summer term, for the years ended October 1874, 1875, 1876, 1877, 1878, 1879, 1880, 1881, 1882 and 1883 :—

| Schools. | 1874. | | 1875. | | 1876. | | 1877. | | 1878. | | 1879. | | 1880. | | 1881. | | 1882. | | 1883. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. |
| Acadian | 208 | 147 | 200 | 143 | 169 | 115 | 151 | 101 | 161 | 112 | 184 | 125 | 145 | 103 | 132 | 89 | 132 | 87 | 137 | 101 |
| Africville | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 31 | 20 |
| Agricola Street | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 174 | 139 | 264 | 201 | 260 | 193 | 277 | 194 | 281 | 197 | 288 | 203 |
| Albro Street | 572 | 394 | 614 | 457 | 649 | 471 | 629 | 462 | 542 | 431 | 544 | 418 | 523 | 408 | 498 | 378 | 524 | 414 | 560 | 403 |
| Beech Street | 102 | 77 | 124 | 78 | 203 | 106 | 231 | 150 | 195 | 133 | 151 | 106 | 143 | 108 | 152 | 111 | 148 | 117 | 150 | 115 |
| Brunswick Street | 577 | 390 | 573 | 399 | 552 | 384 | 577 | 406 | 552 | 401 | 519 | 381 | 525 | 381 | 519 | 360 | 526 | 362 | 541 | 385 |
| Coburg Road | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 53 | 40 | 55 | 42 | 52 | 41 | 54 | 41 | 60 | 46 |
| Dutch Village | ..... | ..... | 70 | 44 | 68 | 55 | 65 | 49 | 60 | 48 | 70 | 47 | 77 | 53 | 63 | 44 | 48 | 41 | 56 | 52 |
| Industrial | 52 | 42 | 47 | 40 | 38 | 28 | 32 | 28 | 34 | 27 | 34 | 27 | 36 | 33 | 37 | 31 | 31 | 28 | 29 | 26 |
| Inglis | 175 | 55 | 203 | 63 | 163 | 67 | 120 | 51 | 80 | 41 | 49 | 22 | 58 | 20 | 47 | 17 | ..... | ..... | ..... | ..... |
| Lockman Street | ..... | ..... | ..... | ..... | ..... | ..... | 48 | 22 | 50 | 37 | 57 | 30 | 48 | 30 | 39 | 20 | 38 | 20 | 40 | 17 |
| Maynard Street | ..... | ..... | ..... | ..... | ..... | ..... | 140 | 59 | 120 | 76 | 123 | 78 | 102 | 65 | 102 | 67 | 104 | 71 | 98 | 67 |
| Morris St., (boys and girls) | 664 | 451 | 612 | 446 | 567 | 382 | 620 | 409 | 540 | 380 | 567 | 411 | 569 | 433 | 316 | 237 | 313 | 231 | 283 | 255 |
| " (girls) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 260 | 187 | 253 | 180 | 252 | 185 |
| National | 209 | 163 | 197 | 156 | 198 | 151 | 203 | 161 | 198 | 145 | 227 | 157 | 246 | 156 | 210 | 149 | 199 | 147 | 178 | 139 |
| Poor Asylum | 51 | 26 | 54 | 32 | 53 | 32 | 53 | 36 | 38 | 30 | 40 | 31 | 49 | 28 | 48 | 31 | 36 | 14 | 19 | 10 |
| Richmond | 253 | 175 | 256 | 169 | 254 | 181 | 240 | 175 | 239 | 177 | 254 | 191 | 229 | 171 | 262 | 170 | 223 | 150 | 239 | 150 |
| Russell Street | 232 | 163 | 225 | 169 | 233 | 172 | 246 | 187 | 238 | 182 | 244 | 183 | 252 | 186 | 255 | 187 | 315 | 230 | 264 | 219 |
| St. Mary's (boys) | 383 | 342 | 377 | 341 | 354 | 260 | 300 | 213 | 304 | 235 | 349 | 250 | 330 | 260 | 293 | 223 | 297 | 210 | 302 | 250 |
| " (girls) | 310 | 265 | 280 | 250 | 268 | 243 | 324 | 273 | 304 | 266 | 348 | 276 | 327 | 271 | 338 | 279 | 294 | 250 | 320 | 267 |
| St. Patrick's (boys) | 341 | 265 | 358 | 274 | 340 | 264 | 346 | 268 | 345 | 282 | 336 | 262 | 349 | 269 | 401 | 300 | 464 | 312 | 497 | 384 |
| " (girls) | 449 | 404 | 460 | 410 | 389 | 337 | 409 | 356 | 440 | 405 | 462 | 375 | 460 | 379 | 445 | 366 | 462 | 358 | 472 | 374 |
| Summer Street | 198 | 140 | 174 | 130 | 195 | 132 | 200 | 147 | 197 | 145 | 204 | 144 | 197 | 161 | 201 | 157 | 195 | 149 | 205 | 176 |
| Tower Road | ..... | ..... | 83 | 66 | 144 | 92 | 170 | 103 | 201 | 133 | 132 | 92 | 132 | 86 | 127 | 85 | 114 | 78 | 107 | 71 |

## ATTENDANCE.

The following figures show the number of pupils registered, and the average daily attendance reported by each teacher for the Term ended October 31, 1883 :—

| Name of Teacher. | Number of Pupils Registered. | Av. Daily Attendance. |
|---|---|---|
| *Acadian.* | | |
| A. E. Hamilton | 33 | 24 |
| J. A. McLeod | 44 | 31 |
| C. A. Payson | 60 | 45 |
| *Africville.* | | |
| J. W. Skerrett | 31 | 20 |
| *Agricola Street.* | | |
| I. M. Creighton | 38 | 25 |
| A. M. Cunningham | 53 | 37 |
| I. M. Wiswell | 50 | 34 |
| A. McGregor | 63 | 49 |
| L. Bowden | 84 | 57 |
| *Albro Street.* | | |
| W. T. Kennedy | 43 | 30 |
| G. M. Huggins | 45 | 37 |
| S. W. Shields | 39 | 28 |
| A. M. Mason | 40 | 31 |
| M A. Johns | 47 | 32 |
| M. R. McCurdy | 40 | 29 |
| B. I. Mitchell | 54 | 39 |
| H. S. F. Theakston | 51 | 36 |
| E. J. Willis | 77 | 67 |
| L. W. Elsdon | 124 | 71 |
| *Beech Street.* | | |
| J. F. Elliott | 55 | 45 |
| C. Hosterman | 37 | 29 |
| M. H. Grierson | 58 | 41 |
| *Brunswick Street.* | | |
| C. J. Miller | 43 | 27 |
| K. Mackintosh | 48 | 31 |
| E. F. Richardson | 49 | 38 |
| J. R. McArthur | 49 | 37 |
| A. Logan | 47 | 32 |

| Name of Teacher. | Number of Pupils Registered. | Av. Daily Attendance. |
|---|---|---|
| E. M. Curren | 54 | 38 |
| C. M. Gossip | 61 | 45 |
| A. Putnam | 58 | 40 |
| H. McGregor | 56 | 41 |
| J. A. McCurdy | 76 | 52 |
| *Coburg Road.* | | |
| Z. E. Noble | 60 | 46 |
| *Dutch Village.* | | |
| Sister Cæcelia | 56 | 52 |
| *Industrial.* | | |
| W. T. Kennedy | 29 | 26 |
| *Lookman Street.* | | |
| J. Bruce | 40 | 18 |
| *Maynard Street.* | | |
| J. A. Smith | 48 | 33 |
| R. Logan | 50 | 35 |
| *Morris Street.* | | |
| D. H. Burbidge | 41 | 35 |
| F. A. Rand | 44 | 37 |
| M. Waddell | 49 | 36 |
| C. A. James | 48 | 37 |
| L. Silver | 48 | 30 |
| C. Stuart | 53 | 39 |
| F. A. Peters | 57 | 38 |
| J. Cunningham | 44 | 34 |
| E. Adams | 45 | 37 |
| E. Strattan | 59 | 42 |
| A. J. Mutch | 47 | 32 |
| *National.* | | |
| F. Andrews | 40 | 25 |
| A. J. Mitchell | 31 | 26 |
| K. S. Caldwell | 47 | 38 |
| A. M. Alexander | 60 | 50 |
| *Poor Asylum.* | | |
| L. B. Shaffer | 19 | 10 |

| Name of Teacher. | Number of Pupils Registered. | Av. Daily Attendance. |
|---|---|---|
| *Richmond.* | | |
| W. W. Parker | 46 | 25 |
| M. A. Wyllie | 45 | 36 |
| E. M. Murray | 68 | 45 |
| I. Hamilton | 80 | 44 |
| *Russell Street.* | | |
| J. L. Walsh | 54 | 34 |
| M. T. T. O'Donoghue | 80 | 67 |
| Sister Agatha | 50 | 41 |
| Sister Helena | 80 | 77 |
| *St. Mary's.* | | |
| F. T. Burke | 44 | 36 |
| J. M. Vereker | 45 | 38 |
| M. Donohoe | 49 | 33 |
| E. Warner | 39 | 35 |
| A. M. Walsh | 55 | 45 |
| Sister Margaret | 70 | 63 |
| Sister Bernard | 44 | 38 |
| Sister Pius | 47 | 40 |
| Sister Martina | 40 | 35 |
| Sister Angela | 54 | 51 |
| Sister de Chantal | 55 | 45 |
| Sister Ludovica | 80 | 58 |
| *St. Patrick's* | | |
| P. O'Hearn | 53 | 43 |
| J. P. Griffin | 63 | 50 |
| J. W. Walsh | 59 | 46 |
| E. C. Torrey | 57 | 44 |
| H. E. Coleman | 66 | 50 |
| M. Sullivan | 47 | 42 |
| E. M. Carten | 80 | 48 |
| E. M. Guinane | 72 | 60 |
| Sister Dolorosa | 46 | 33 |
| Sister Ambrose | 46 | 42 |
| Sister Perpetua | 50 | 40 |
| F. A. Affleck | 49 | 39 |
| M. J. Donovan | 50 | 38 |
| Sister Felix | 55 | 41 |
| Sister Anina | 47 | 36 |
| Sister Theresa | 46 | 39 |
| Sister Raphael | 83 | 65 |

| ame of Teacher. | Number of Pupils Registered. | Av. Daily Attendance. |
|---|---|---|
| | *Summer Street.* | |
| Madame B. E. Hibbitts | 30 | 26 |
| M. S. O'Toole | 50 | 35 |
| Sister Hartigan | 60 | 56 |
| Madame C. E. Jennison | 65 | 59 |
| | *Tower Road.* | |
| C. F. Townsend | 23 | 16 |
| M. E. Flemming | 45 | 30 |
| S. J. Sullivan | 39 | 24 |

The following is deduced from the returns for the year :—

For the Winter Term ended April 30, 1883.

| | |
|---|---|
| No. of Schools in Session | 97 |
| No. of Teachers | 97 |
| No. of registered pupils | 4817 |

For the Summer Term ended October 31, 1883.

| | |
|---|---|
| No. of Schools in Session | 98 |
| No. of Teachers | 98 |
| No. of registered pupils | 5,128 |
| No. of pupils registered, *not* on register of previous Term | 801 |
| Total No. of different pupils during the year | 5618 |
| Proportion of population at school during the year about | 1 in 6 |

WINTER TERM.

| | |
|---|---|
| No. of pupils under 5 years of age | 0 |
| No. of pupils between 5 and 15 years of age | 4656 |
| No of pupils over 15 years of age | 161 |
| Total No. of pupils registered this Term | 4817 |
| No. of boys | 2348 |
| No. of girls | 2469 |
| No. of teaching days in this Term | 114 |
| Grand total days' attendance made by all the pupils | 409125 |
| No. daily present at school on an average for time in session | 3656 |
| No. daily present on an average for time in session per 100 registered | 75.9 |
| No. daily present on an average for full time per 100 registered | 75.1 |

### Summer Term.

| | |
|---|---|
| No. of pupils under 5 years of age | 3 |
| No. of pupils from 5 to 15 years of age | 4910 |
| No. of pupils over 15 years of age | 215 |
| Total No. of pupils registered this Term | 5128 |
| No. of boys | 2463 |
| No. of girls | 2665 |
| No. of teaching days in this Term | 100 |
| Grand total days' attendance made by all the pupils | 374243 |
| No. daily present at school on an average for time in session | 3925 |
| No. daily present on average for time in session per 100 registered | 76.5 |
| No. daily present on average for full Term per 100 registered | 75.3 |

### Provincial Grant.

| | | |
|---|---|---|
| For male teachers, A and B | $120 | each. |
| " female teachers, A and B | 120 | " |
| " female teachers, C | 90 | " |
| " " " D | 60 | " |

The following lady teachers hold either renewed licenses, or diplomas obtained in 1878, and since under the recent and the more advanced examination lists :—

*Agricola St. School.*—Miss Ida Creighton, Principal, license renewed.
" A. M. Cunningham, license renewed.
" Laura Bowden ..... 1881
" Ida M. Wiswell ..... 1883

*Albro St. School.*—Miss M. R. McCurdy ..... 1881
" H. S. F. Theakston ..... 1883

*Brunswick St. School.*—Miss C. J. Miller, Principal, license renewed.
" K. Mackintosh, Vice-Principal, license renewed and Grade A ..... 1883
" E. F. Richardson ..... 1879
" E. M. Curren ..... 1879

*Lockman St. School.*—Miss Jane Bruce, license renewed.

*Morris St. School.*—Miss F. Peters, Vice-Principal ..... 1878
" J. Cunningham ..... 1880
" C. A. James ..... 1878
" A. J. Mutch ..... 1878

*National School.*—Miss K. S. Caldwell ..... 1882

*Richmond School...*Miss M. A. Wyllie ..... 1881
" E. M. Murray ..... 1881
" I. Hamilton ..... 1881

*St. Mary's School.*—Sister Bernard, Vice-Principal, license renewed.
" Angela ..... 1881
" de Chantal ..... 1881
Miss M. Donohoe, license renewed.

*St. Patrick's School.*—Miss F. A. Affleck, license renewed.
Sister Perpetua ..... 1881
" Anina ..... 1883
" Raphael..... 1883

*Summer St. School.*—Madame C. E. Jennison..... 1882

Additional information may be obtained on reference to the tables prepared by me, marked High School, A, B, C and D.

Respectfully submitted,

BENJAMIN CURREN,

*Supervisor.*

October, 1883.

DEPARTMENT OF EDUCATION,
ELAND STANFORD JUNIOR UNIVERSITY

# ANNUAL REPORT

OF THE

# SUPERINTENDENT OF EDUCATION

ON THE

## COMMON, ACADEMIC, NORMAL AND MODEL

# Schools of Nova Scotia,

FOR THE

## YEAR ENDING 31st OCTOBER, 1884

HALIFAX, N. S.:
COMMISSIONER OF PUBLIC WORKS AND MINES, QUEEN'S PRINTER.
1885.

EDUCATION OFFICE,

HALIFAX, March, 1885.

SIR,—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my Report on the Common, Academic, Normal and Model Schools of Nova Scotia, for the School Year ended October 31, 1884.

I am, with respect,

Your obedient servant,

DAVID ALLISON,
*Superintendent of Education.*

To the Hon. W. S. FIELDING, M. P. P.
*Provincial Secretary.*

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# PART I.

# GENERAL REPORT, 1884.

# ANNUAL REPORT

ON THE

# COMMON, ACADEMIC,

AND

# NORMAL AND MODEL SCHOOLS

OF

# NOVA SCOTIA, 1884

---

To His Honor MATTHEW HENRY RICHEY, Esquire,
*Lieutenant-Governor of the Province of Nova Scotia:*

MAY IT PLEASE YOUR HONOR,—

In submitting for consideration my Report on the Public Schools of Nova Scotia for the year 1883–4, it affords me pleasure to refer to its contents as in the main satisfactory and encouraging. Increases are reported in the number of schools, teachers and pupils, both for the individual terms and for the year as a whole. In schools and teachers the record is beyond that of any previous year, while the registration of pupils has been exceeded but once in the history of our educational system, and surpasses that of 1882-83 by nearly three thousand (2762). I believe it is not extravagant to claim that some degree of improvement is disclosed in all those features of our system of public instruction which might fairly be appealed to as tests of its efficiency. With no wish to unduly press my own views, I venture to repeat from former reports suggestions on certain matters in regard to which I consider early legislative action desirable. On all points supposed to be of special interest, both to the Legislature and the public generally, I have sought to give the fullest information within my power.

# STATISTICAL ABSTRACT.

## 1.—School Sections.

| | |
|---|---|
| Total number in Province | 1833 |
| " " " 1883 | 1822 |
| Increase | 11 |

| | Winter. | Summer. | Year |
|---|---|---|---|
| No. of Sections without Schools | 343 | 215 | 115 |
| " " " 1883 | 359 | 234 | 107 |
| Decrease | 16 | Decrease 19 | Increase 8 |

## 2.—No. of Schools, Pupils, Teachers, &c.

| | Winter. | | Summer. |
|---|---|---|---|
| Total No. of Schools in operation | 1889 | | 2014 |
| " " " 1883 | 1844 | | 1943 |
| Increase | 45 | Increase | 71 |
| Total No. of Registered Pupils | 80041 | | 84266 |
| " " " 1883 | 79091 | | 81863 |
| Increase | 950 | Increase | 2403 |
| Total No. different Pupils during year | | | 101069 |
| " " " 1883 | | | 98307 |
| Increase | | | 2762 |
| Total No of Teachers and Licensed Assistants employed | 1939 | | 2090 |
| " " " 1883 | 1911 | | 2011 |
| Increase | 28 | Increase | 79 |

## 3.—Proportion of Population at School, &c.

| | | |
|---|---|---|
| Proportion of Population at School | 1 in 5.5 | 1 in 5.2 |
| " " " 1883 | 1 in 5.5 | 1 in 5.3 |
| | | Increase 1 in 183 |

| | | | |
|---|---|---|---|
| Proportion of Population at School during year ..... ..... | | | 1 in 4.3 |
| " " " " 1883..... | | | 1 in 4.4 |
| Increase ..... | | | 1 in 159 |
| No. of Pupils daily present on an average for time in session ..... | 46300 | | 48261 |
| " " " ..... | 45031 | | 46269 |
| Increase..... | 1269 | Increase.. | 1992 |
| No. of Pupils daily present on full term average ..... | 43888 | | 45195 |
| " " " 1883 ..... | 42508 | | 43165 |
| Increase ..... | 1380 | Increase.. | 2029 |
| Percentage of Pupils daily present on an average for time Schools were in session | 57.8 | | 57.2 |
| " " " 1883.. | 56.9 | | 56.5 |
| Increase..... | .9 | Increase.. | .7 |
| Percentage of Pupils daily present on an average for full term..... | 54.8 | | 53.6 |
| " " " 1883..... | 53.7 | | 52.7 |
| Increase..... | 1.1 | Increase.. | .9 |
| Grand total days' attendance ..... .....5101954 | | | 4905065 |
| " " " 1883.....4898920 | | | 4669091 |
| Increase..... | 203034 | Increase. | 235974 |

## 4.—Classification of Teachers.

| | Winter. | | Summer. |
|---|---|---|---|
| Academic Grade ..... | 32 | | 30 |
| " " 1883..... | 25 | | 29 |
| Increase .... ..... | 7 | Increase.. | 1 |
| First Class (Grade B) Male Teachers..... | 222 | | 198 |
| " " " 1883 ..... | 238 | | 199 |
| Decrease..... | 16 | Decrease.. | 1 |
| First Class (Grade B) Female Teachers... | 73 | | 88 |
| " " " 1883 | 65 | | 70 |
| Increase..... ... | 8 | Increase.. | 18 |

| | | | | |
|---|---|---|---|---|
| Second Class (Grade C) Male Teachers.. | 220 | | | 172 |
| " " " 1883 | 217 | | | 170 |
| Increase..... | 3 | Increase.... | | 2 |
| Second Class (Grade C) Female Teachers | 594 | | | 668 |
| " " " 1883 | 564 | | | 626 |
| Increase ..... | 30 | Increase.... | | 42 |
| Third Class (Grade D) Male Teachers... | 194 | | | 188 |
| " " " 1883 | 210 | | | 202 |
| Decrease..... | 16 | Decrease.... | | 14 |
| Third Class (Grade D) Female Teachers.. | 577 | | | 719 |
| " " " 1883 | 561 | | | 685 |
| Increase ..... | 16 | Increase.... | | 34 |
| Total No. Male Teachers..... | 665 | | | 585 |
| " " 1883..... | 689 | | | 598 |
| Decrease..... | 24 | Decrease... | | 13 |
| Total No. Female Teachers..... | 1247 | | | 1478 |
| " " .....1883 | 1191 | | | 1383 |
| Increase..... | 56 | Increase.... | | 95 |

5.—Period of Service of Teachers.

| | | | | |
|---|---|---|---|---|
| No. of Teachers engaged in same section.. | 933 | | | 1164 |
| " " " " 1883 | 953 | | | 1136 |
| Decrease..... | 20 | Increase.... | | 28 |
| No. of Teachers removed to another section | 686 | | | 687 |
| " " " " 1883 | 664 | | | 630 |
| Increase..... | 22 | Increase.... | | 57 |
| No. of new Teachers..... | 293 | | | 212 |
| " " 1883..... | 263 | | | 215 |
| Increase..... | 30 | Decrease.... | | 3 |

7.—Summary of Government Expenditure in Public Schools.

| | Winter Term. | | Summer Term | |
|---|---|---|---|---|
| Common Schools..... | $75610 | 33 | $78083 | 67 |
| " " 1883..... | 74108 | 02 | 75653 | 48 |
| Increase..... | $1502 | 31 | Increase $2430 | 19 |

| | |
|---|---|
| County Academies | $ 9000 00 |
| " " 1883 | 9000 00 |
| | ..... |
| Government Expenditure assignable to Counties | $ 162694 00 |
| " " " " 1883 | 158761 50 |
| Increase | 3932 50 |
| Inspection of Schools | $ 12000 00 |
| " " 1883 | 11450 00 |
| Increase | 550 00 |
| Examination of Teachers | $ 584 59 |
| " " 1883 | 535 95 |
| Increase | 48 64 |
| Travelling Expenses Normal School pupils | $ 795 10 |
| " " " " 1883 | 752 85 |
| Increase | 42 25 |
| Salaries | $ 3000 00 |
| " 1883 | 3000 00 |
| | ..... |
| Travelling Expenses Superintendent of Education | $ 400 00 |
| " " " 1883 | 400 00 |
| | ..... |
| Office Expenses | $ 911 69 |
| " 1883 | 1044 17 |
| Decrease | 132 48 |
| Interest | $ 463 35 |
| " 1883 | 127 65 |
| Increase | 335 70 |
| Government Expenditure not assignable to Counties | $ 18154 73 |
| " " " " 1883 | 17311 12 |
| Increase | 843 61 |

| | |
|---|---|
| Total Government Expenditure in aid of Public Schools. | $ 180848 73 |
| " " " " '83 | 176072 12 |
| Increase ..... ..... | 4776 61 |
| Special Academies ..... | $ 4000 00 |
| " 1883 ..... ..... ..... | 4000 00 |
| | ..... |
| Normal and Model Schools..... ..... | $ 6274 85 |
| " " 1883 ..... | 6015 00 |
| Increase..... | 259 85 |
| Total Government Expenditure for Education ..... | $ 191123 58 |
| " " " 1883.... | 186087 12 |
| Increase ..... ..... | 5036 46 |

7.—TOTAL EXPENDITURE FOR THE SUPPORT OF PUBLIC SCHOOLS.

| | | |
|---|---|---|
| Government Expenditure..... | | $ 180848 73 |
| Local Expenditure—County Fund.. ..... | $120345 00 | |
| Assessment on Sections for support of Schools ..... ..... | 276126 82 | |
| Assessment on Sections for Building and Repairs..... | 38045 55 | |
| | | 434517 37 |
| Total Expenditure for Public Schools..... | | $ 615366 10 |
| " " " 1883..... | | 612889 79 |
| Increase..... .... | | $ 2476 31 |

## SCHOOL STATISTICS.

Tables I–VII contain the principal statistics relating to the strictly educational work of the Public Schools. The contents of these tables are summarized in the foregoing abstract.

*Sections without Schools.*—The returns for the *terms* show gratifying decreases in the number of sections reported as without Schools in operation, viz: for the Winter Term 16, and for the Summer Term 19. The number of sections having no school during any part of the year is 8 in excess of last year's record. During the past five years the number of such sections has stood as follows: 1879–80, 176; 1880–1, 128; 1881–2, 133; 1882–3, 107; 1883–4, 115. The number for 1883–4 is thus distributed among the various counties: Annapolis 7:

ıtigonish, 3; Cape Breton, 29; Colchester, 4; Cumberland, 1; gby, 5; Guysboro, 10; Halifax 8; Hants, 4; Inverness 7; Kings, Lunenburg, 2; Pictou, 5; Inverness, 1; Richmond 3; Shelburne, Victoria, 14; Yarmouth, 3. In a considerable number of these :tions, schools capable of satisfactorily furnishing at least the rudiments education could have been kept by reasonable effort on the part of ɜ ratepayers. The attention of the department has been unremittingly :ected to the importance of bringing and keeping the educational pliances provided by our Free School System within reach of every ild in the Province. Still, to guard against such unwarrantable 'erences as are sometimes drawn from this particular item of statistics, is right to have the fact distinctly noticed that the sections in question :, as a rule, very sparsely peopled. Many of them do not embrace at ›st more than half-a-dozen families. In the great majority the con-ions are such that the maintenance of an efficient school is a matter no little difficulty. Arrangements for that purpose are often upset by ıtingencies that would attract no attention in more populous and althy sections. I am bound to bear testimony to the indefatigable orts of the inspectors generally, to promote the establishment, and, as as possible, the continuous operation, of schools in the localities question. The number of sections reported as having no school uld have been much greater had it not been for such efforts, which ve not only had reference to the diffusion of enlightened views as to ɜ value of education, and an explanation of the generous bearing of ɜ law towards weak and scattered communities, but have often taken ɜ shape of direct personal interposition for the removal of special stacles to the organization, or continued maintenance of a school.

*Numbers of Schools and of Teachers.*—In comparison with the rresponding terms of the preceding year, the winter term shows an :rease in schools in operation of 45, and in teachers employed of ; the summer term, corresponding increases of 71 and 79. In re-ɜct to both schools and teachers, the numbers of the present year are ɜ highest recorded.

*Attendance.*- The following is a statement of the registered attend-ce of pupils from 1866 to 1884, inclusive:

| Years. | No. of Pupils registered in Winter. | No. of Pupils registered in Summer. | No. different Pupils registered during the year. |
|---|---|---|---|
| 1866 | 45131 | 56017 | 71059 |
| 1867 | 61818 | 70075 | 83048 |
| 1868 | 65983 | 72141 | 88707 |
| 1869 | 72756 | 75523 | 93732 |
| 1870 | 74321 | 76237 | 94496 |
| 1871 | 74759 | 77235 | 92858 |
| 1872 | 70780 | 76496 | 91637 |
| 1873 | 70320 | 78266 | 93759 |
| 1874 | 72645 | 79910 | 93510 |
| 1875 | 76349 | 81878 | 94029 |
| 1876 | 77593 | 82034 | 94162 |

| | | | |
|---|---|---|---|
| 1877..... | 80788 | 83941 | 100710 |
| 1878..... | 81523 | 84169 | 101538 |
| 1879..... | 81640 | 84356 | 99094 |
| 1880..... ..... | 73978 | 78808 | 93700 |
| 1881..... | 67468 | 88189 | 98148 |
| 1882..... | 76888 | 81196 | 95912 |
| 1883..... .... ... | 79091 | 81863 | 98307 |
| 1884..... | 80041 | 84266 | 101069 |

The proportion of the population at school during the winter term shows an increase of 1 in every 470 of the entire population; for the summer term the corresponding increase is 1 in 183.

The proportion of the entire population at school *during some part of the year* is 1 in 4.3 as compared with 1 in 4.4 the previous year, an increase of 1 in every 159. The general average was *exceeded* in the following Counties: — Cumberland, Digby, Hants, Kings, Yarmouth, 1 in 3.9; Lunenburg and Shelburne, 1 in 4; Annapolis, Colchester, Inverness, 1 in 4.1. The following made the Provincial average (4.3) — Cape Breton, Pictou and Queens. The following fell below: Antigonish, Guysborough, 1 in 4.4; Victoria, 1 in 4.6; Halifax County, 1 in 4.9; Richmond, 1 in 5.1; Halifax City, 1 in 6.2.

*Regularity of Attendance.* — The following table shows the percentage of registered pupils daily present on an average during the period the several schools were open for the respective terms of the past six years:—

| | Winter. | Summer. |
|---|---|---|
| 1879..... ..... | 55.9 | 55 |
| 1880..... ..... | 56 4 | 55 |
| 1881..... ..... | 55.6 | 53.7 |
| 1882..... ..... | 55.2 | 55.4 |
| 1883..... ..... ..... | 56.9 | 56.5 |
| 1884..... | 57.8 | 57.2 |

When reduced to the basis of the full number of teaching days the respective terms the percentages stand as follows:—

| | Winter Term. | Summer Term. |
|---|---|---|
| 1879..... ..... | 52.3 | 53.1 |
| 1880..... | 53 | 50.7 |
| 1881..... ..... ..... | 53.2 | 50.2 |
| 1882. ..... ..... | 52 | 51.7 |
| 1883..... ..... | 53 7 | 52.7 |
| 1884..... ..... | 54.8 | 53.6 |

*Grand Total Days' Attendance.*—This item shows an increase for the winter term of 203,034, and an increase for the summer term of 235,974.

## PERIOD OF SERVICE, SEX, AND SALARIES OF TEACHERS.

During the winter term 933 teachers continued to teach in the same sections in which they taught the preceding term; 686 removed to other schools, while 293 engaged in teaching for the first time. During the summer the corresponding figures were 1164, 687, and 212.

Of the 225 male teachers of the academic and first classes, (grades A and B) in charge of schools for the summer term, 104 have been in service for upwards of *seven* years; 45 for upwards of *five* years; and 34 for upwards of *three* years. Altogether, of the 252 male teachers of the two higher grades (A and B), 183 have been in the service for upwards of three years.

Of the 758 female teachers of the first and second classes (grades B and C) employed during the summer term, 224 have been in service upwards of *seven* years; 125 for upwards of *five* years; and 144 for upwards of *three* years. Altogether, of the 758 female teachers of these grades, 493 have been in the service for more than three years.

In relation to sex, the teachers in the public schools (an average being struck between the two terms of the school year) are classed as follows: Male, 625; Female, 1363. As compared with last year, male teachers have decreased by the number of 19, while those of the other sex have increased by the number of 76·

The average salary throughout the Province for male teachers of the first class, was $423.10, as compared with $406.70 in 1883. For such teachers the three highest averages were paid in Halifax city, $723; Yarmouth, $499.28; Kings, 466.62. The salaries were above the Provincial average in the following additional Counties: Halifax County, $461; Pictou, $456.10; Colchester, $451.50; Hants, $440.32; Annapolis, $429.45; Digby, $429.50.

The general average of salaries for female teachers of the first class was $311.28, as compared with $298.24 in 1883.

The three highest averages were in Halifax City, $431; Hants, $335; Yarmouth, $332.50. The Provincial average was exceeded in Cape Breton, $325; Halifax County, $322; Cumberland, Digby and Guysboro', $320; Lunenburg, $315.

The Provincial average for male teachers of the second class was $287.04, as compared with $279.06 in 1883. The highest averages were Halifax City, $550; Yarmouth, $342.40; Kings, $330. For female teachers of the second class the average was $235.51, as compared with $230.53 in 1883. The three highest averages were Halifax City $354; Yarmouth, $283.75; Halifax County, $264.

The Provincial average for male teachers of the third class was

$212.13, as compared with $206.67 in 1883. The three highest averages were Halifax City, $425; Yarmouth; $282; Digby, $258.30.

The Provincial average for female teachers of the third class was $169.08, as compared with $164.81 in 1883. The three highest averages were Halifax City, $300; Yarmouth, $183.94; Shelburne, $180.30.

*It will be noticed that there is an increase in the average rate of salaries paid teachers of all classes throughout the Province.*

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## EXPENDITURE.—(See Tables XII, XIII, XIV.)

### PROVINCIAL.

The total Government expenditure for Education for the year was $191,123.58 as compared with $186,087.12 for 1883, an increase of $5,036.46. The chief item of increase is the aggregate Common School grant to teachers.

Under the established principles of distribution the sum of the grants paid directly to teachers may be expected to vary from year to year, the elements on which the variation depends being *the number of teachers employed, the grades of license held by such teachers*, and *the relative time schools are open.*

The following are the aggregates of these grants for the past seven years:—

| | |
|---|---|
| 1878 | $150,455 97 |
| 1879 | 151,655 39 |
| 1880 | 143,493 92 |
| 1881 | 148,173 50 |
| 1882 | 149,058 22 |
| 1883 | 149,761 50 |
| 1884 | 153,694 00 |

A detailed statement of the distribution of the grants for the winter term of 1883-4 was published, as the law directs, in the *Journal of Education* for October last. A similiar statement for the summer term is awaiting publication in the forthcoming issue of that periodical in April.

### COUNTY.

The provisions of the law for the levying and apportionment of the County Fund are as follows:

"The Clerk of the Peace in each county, except as hereinafter provided in relation to the City of Halifax, shall add to the sum annually voted for general county purposes, at the general sessions, a sum sufficient, after deducting costs of collection and probable loss, to yield an amount equal to thirty cents for every inhabitant of the county, according to the last census

preceding the issue of the county rate-roll; and the sum so added shall form and be a portion of the county rates. One-half the sum thus raised shall be paid semi-annually by the County Treasurer upon the order of the Superintendent of Education.

"One-half of the amount provided to be raised annually, as aforesaid, shall, at the close of each half-year, be apportioned to the Trustees of Schools conducted in accordance with this Chapter, to be applied to the payment of teachers' salaries; and each school shall be entitled to participate therein, at the rate of twelve and a half dollars per term for each licensed teacher employed, and the balance of the county fund shall be distributed among the schools according to the average number of pupils in attendance and the length of time in operation, but shall receive no allowance for being in session more than the prescribed number of days in any one half-year.

The gross annual amount of the County Fund for the entire Province is now $121,341. Under the above provisions as modified by the Acts in relation to the Education of the Blind, and of the Deaf and Dumb, the County Fund for 1883–4 was apportioned as follows:

| | |
|---|---|
| Paid to trustees in proportion to the average number of pupils and length of time schools were in operation | $ 74170 29 |
| Paid to Trustees in respect to teachers employed..... | 45134 71 |
| Paid Halifax School for the Blind ..... ..... | 1050 00 |
| Paid Institution for the Deaf and Dumb ..... | 990 00 |
| | $121345 00 |

SECTIONAL.

The total sectional assessments for the direct support of schools, as reported, amount to $276,126.82, an increase of $2,542.32. The sum levied throughout the Province for building and repair of school houses is $38,045.55, a decrease of $4,847. As, in spite of strong efforts put forth to secure full returns, many sections fail to report the required items of sectional assessment, the above figures are somewhat below the actual sums levied for the purposes specified.

## EXAMINATION FOR TEACHERS' LICENSES.

Table IX. contains in detail the statistics of the last annual examination for teachers' licenses. The following is a summary:

Total No. of candidates examined in 1884, 1224; in 1883, 1027; increase 197. Number for Academic license (Grade A), 1884, 8, 1883, 9; number successful, 1884, 4, 1883, 6; decrease 2. Number for First Class License (Grade B), 1884, 128, 1883, 114, increase 14; number successful, 1884, 65, 1883, 60, increase, 5. Number for Second Class License (Grade C), 1884, 584, 1883, 510, increase 74; number successful, 1884, 229, 1883, 192, increase 37. Number for Third Class License (Grade D), 1884, 504, 1883, 393, increase 111; number successful 1884, 239, 1883, 164; increase 75. Of the whole

number of applicants for license, 539 received the grade applied for, as compared with 422 in 1883, increase, 117; 797 received licenses of some grade, as compared with 624 in 1883, increase 173; while 427 failed to obtain license of any kind, as compared with 403 in 1883, increase 24. Of the candidates receiving licenses, 108 received the same grade as held before, an increase over the preceding year of 39, while 12 sank to a lower grade than that previously held by them. The number of candidates holding licenses but securing advancement to higher grades was 159, an increase of 5. The number obtaining for the first time licenses of some grade was 518, an increase of 124.

In another part of this Report I discuss briefly, and I trust impartially, the bearing on the ordinary school work of the country of that feature of our educational system which enables persons to pass directly, on mere examination, from the rank of pupils to that of teachers. In this connection, however, a few remarks on other aspects of the subject will not be out of place:—

1. Though candidates in large numbers still continue to apply for grades altogether in advance of their qualifications, a comparison of the returns of the past few years furnishes gratifying evidence of improving scholarship, (though not with an absolutely uniform Provincial distribution) on the part of those applying for license.

2. The total number of licenses issued is undoubtedly in large excess of the normal, or indeed of any possible, demand for new teachers. The number of persons receiving licenses for the first time at the last annual examination *is equal to one-fourth of the maximum teaching-staff employed by the entire Province.* The corresponding proportion in the other Provinces of the Dominion does not appear to exceed one-twelfth, or, at most, one-tenth. It is clear that any of the other professions would be seriously embarrassed by such an immense annual accession to its working forces. At the same time, not to overrate the import of the fact in question, we must remember that owing to the open character of our examinations, many young persons take advantage of them simply as a means of testing their attainments. Licenses are sought after simply as certificates of general scholarship by many who do not propose to teach, and who should not be included in any estimate of our available staff of teachers. Still, after all due deduction has been made on this score, the supply actually ready for service sufficiently exceeds the demand to produce, in many quarters, very injurious consequences. Sharp competition for situations induces Trustees to make unnecessary and, quite often, very undesirable changes in the teachers in their employ, the general tendency being to crowd out of the service those of experience and tried capability. The fact that a large proportion of the newly-licensed teachers are in search of but temporary employment, fosters the evil in question. On the whole, it may be affirmed that any improvement in the average salaries of teachers observable during recent years, is mainly due to an increased appreciation of the value of education and the duty of liberally encouraging

its spread. It has come to pass in the face of an elementary economic law powerfully operating in the reverse direction.

3. It has been suggested that we should so raise the standards of admission to the profession as to approximately equalize demand and supply. Undoubtedly, both the Syllabus of Examination and the methods of applying it should be made to contribute as directly as possible to the improvement of education generally, and of the teaching profession particularly. But an inspection of the details of Table IX, and my general knowledge of the subject, force me to believe that any rigorous application of the proposed remedy would only lead to a fresh crop of difficulties. At present there is a very uneven distribution of available teachers. *Here*, there are too many; *there*, there are too few. This results from the general operation of our system, which, while theoretically resting on a broad Provincial basis, practically encourages communities to rely for teachers on the product of their local schools. While I would be sorry to do anything to strengthen this tendency, believing that its operation often retards educational progress, it nevertheless seems necessary, under existing circumstances, to take account of the facilities for instruction as they are found in the Province as a whole. Besides, I believe that the proposed solution is open to objection on the score of principle. All modifications of the Syllabus and its connected standards should have some distinctly educational end in view; not a mere increase or decrease of the number of teachers.

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For general information I subjoin the SYLLABUS OF EXAMINATION and the general STANDARDS OF AWARD, agreeably to which licenses to teach in the Public Schools are granted by the Council of Public Instruction.

## SYLLABUS OF EXAMINATION.

### REQUIREMENTS COMMON TO ALL GRADES.

NOTE.—*Questions on these subjects will be carefully adapted, as respects scope and difficulty, to the Grade of License sought.*

1. The School System and School Management. (One paper).

(*a*) To be familiar with the law relating to Public Schools in Nova Scotia, and the Regulations of the Council of Public Instruction,—particularly those portions bearing on the relations and duties of teachers.

(*b*) To evince a knowledge of School Organization under the Provincial Law and Regulations, the grading of pupils, the systematic arrangement of studies, the design and proper methods of discipline, and the conditions of physical comfort in school-room work.

2. TEACHING. To furnish, in the form of answers to questions and notes on suggested subjects of instruction, proof of competent knowledge of the correct methods of teaching.

3. READING AND SPELLING.

(*a*) To read with readiness, correct pronunciation, and due regard to elocutionary emphasis and pauses.

(*b*) To spell correctly the words made use of.

3. WRITING. To write a fair, legible hand.

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## GRADE D.

I. LANGUAGE.

*English Grammar.* (One paper). 1. *Lessons on Language* in prescribed text-book. 2. The *leading* principles of etymology and syntax. 3. Analysis of simple sentences.

*Composition.* (One paper). 1. Sentence-building, and correction of sentences involving the wrong use of words. 2. Constructing a simple narrative from furnished notes, or writing a brief essay on a prescribed topic of familiar character. 3. To show a knowledge of the proper use of capitals, and the elementary principles of punctuation.

II. HISTORY AND GEOGRAPHY.

*History.* (One paper). 1. *Outlines of British History.* 2. The leading events of *Nova Scotian* history as contained in Calkin's *History of British America.*

*Geography.* (One paper). 1. Calkin's *Introductory Geography.* 2. To give the boundaries and population of the Counties of Nova Scotia. 3. To draw an outline map of any of the Maritime Provinces, or any part of them, as may be required.

III. MATHEMATICS.

*Arithmetic.* To have a knowledge of Kirkland & Scott's *Elementary Arithmetic.*

*Algebra.* To understand Todhunter's *Algebra for Beginners* to the end of Fractions.

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## GRADE C.

1. LANGUAGE.

*Grammar and Analysis.* (Two papers.) Prescribed text-book, except *Notes* and *Appendix.*

*Composition and Prosody.* (One paper.) Dalgleish's Introductory Text Book. (Subsequent editions will contain *Figures of Language and Prosody.)*

II. HISTORY AND GEOGRAPHY.

*History.* (Two papers.) 2. *Outlines of British History.* Calkin's *History of British America.*

*Geography,* (Two papers.) 1. Calkin's *Geography of the World* (including use of Terrestrial Globe.) Furnishing from memory an outline map of any Province of the Dominion, or of either Europe or North America. (Location of *chief* mountain ranges, rivers and cities may be asked for.)

II. MATHEMATICS.

*Arithmetic.* To have such a knowledge of Arithmetic as may be gained from Hamblin Smith's Arithmetic, excepting sections 14, 22, 29, 32, 33.

*Algebra.* To have a knowledge of Algebra as contained in Todhunter's *Algebra for Beginners* to the end of Simple Equations.

*Geometry.* To be able to solve any problem in the First Book of Euclid's Elements and original exercises corresponding thereto.

*Book-keeping.* To be familiar with the principles of Book-keeping by single entry, as given in Eaton & Frazee's *Elementary Treatise.*

*French.* Candidates may substitute for Book-keeping an exercise in French. The *French Principia*, Part I., will give an idea of the amount of knowledge required to answer questions set.

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## GRADE B.

### 1. Language.

*Grammar and Analysis.* (Two papers.) Prescribed text-book, including *Notes* and *Appendix.*

*Composition and Prosody.* (One paper.) Dalgleish's *Advanced Text-Book on English Composition.*

### II. History and Geography.

*History.* (Three papers.) 1. *Outlines of British History.* 2. Calkins' *History of British America.* 3. Swinton's *Outlines of the World's History.*

*Geography.* (Two papers.) 1. Calkin's *Geography of the World*, with particular attention to Astronomical and Physical Geography. 2. To draw from memory an outline map of any of the Continents, or of the Dominion of Canada, or any of the five Eastern Provinces thereof, or of the British Islands, or any one thereof, with the chief rivers and mountain ranges clearly marked.

### III. Mathematics.

*Arithmetic.* To have such knowledge of Arithmetic as may be gained from Hamblin Smith's *Arithmetic*, and to state reasons for Arithmetical rules and processes.

*Algebra.* To have a knowledge of Algebra as contained in Todhunter's *Algebra for Beginners.*

*Geometry.* To be familiar with the first four books of Euclid's Elements, and to work original exercises of corresponding character.

*Practical Mathematics.* To have a knowledge of contents of Eaton's *Elementary Practical Mathematics.*

*Chemistry.* Roscoe's *Science Primer.* 2. Tanner's *First Principles of Agriculture.*

*Physics.* Balfour Stewart *(Science Primer).*

*French.* Candidates may substitute for either Chemistry or Physics, a paper in French. *The French Principia*, Part I. and II., will give an idea of the grammatical knowledge required to answer questions set. Extracts for translation from French into English will be from Moliere's *Le Bourgeois Gentilhomme.*

*Book-keeping.* To understand the principles of Book-keeping by single and double entry, as contained in Eaton and Frazee's *Elementary Book-keeping.*

*Physiology.* To be familiar with the Prescribed Primer of Physiology.

## GRADE A.

Candidates for licenses of this Grade will work all the papers of the B Grade, with the exception of Algebra, Geometry and Chemistry; and in working the B papers will be expected to show a proportionate advance in the character of the answers.

### ADDITIONAL.

I. CLASSICS.

To know well the Grammars, and to be able to translate passages selected from the following authors, answering at the same time questions in parsing which may be set.

*Latin.* Cæsar, De Bell, Gallic, I. II. Horace, Odes, Book I. Virgil, Æneid, Book I. and II. Cicero, De Senectute and Pro Archia Poeta.

*Greek.* Xenophon—Anabasis, Books I. II. Homer, Iliad, Books I. III. Æschylus, Prometheus Vinctis.

2. To be well versed in Latin and Greek Prosody, and to scan any passage in Virgil, Horace, Homer, or in the regular dialogue of Æschylus.

3. To be versed in Greek Prose Composition.

4. To have a good knowledge of Grecian and Roman History and of ancient Mediterranean Geography.

II. MATHEMATICS AND SCIENCE.

*Geometry.* Plane and Solid Geometry, as in Hamblin Smith's Treatise.

*Algebra.* To have a knowledge of Algebra, including theory of equations as contained in Todhunter's Advanced Algebra, or equivalent treatises.

*Chemistry.* Wilson's Inorganic Chemistry.

*Natural Philosophy.* Wormell's Natural Philosophy.

Candidates for Grade A license will not write the B. papers on Geometry, Algebra and Chemistry, as the A papers will cover the whole ground of the respective subjects.

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## STANDARDS.

1. All licenses issued shall be under seal of the Council, and signed by the Secretary, and these licenses shall be valid for the whole Province, during the good behaviour of the holder.

2. The Secretary of the Council shall prepare, and have printed, suitable examination questions for each Grade at each examination, in accordance with the syllabus of examination, and shall also forward to each Deputy Examiner a sufficient supply of the printed questions, together with copies of such rules and instructions as may be necessary for the due conduct of the examination.

3. The Examiners shall express their judgment respecting the merits of the papers submitted to them by means of numbers — taking 100 as the highest possible mark. The papers, when examined and marked, shall be returned to the Education Office.

4. In order to encourage the giving of attention to correct spelling, the Examiners shall note and report the number of ordinary English words wrongly spelled by each candidate, and in every case where this number is

under 6. an addition equal to one-half of the difference between it and 6 shall be made to the candidate's average of marks. Also, no candidate who misspells more than such six words in the course of the examination shall be deemed qualified to receive a license of either Grade A or Grade B.

5. In determining the results of the examination in each Grade, the following principles shall be strictly adhered to:—

(*a*) To obtain the grade applied for, the average of the candidate's marks must be 50 or upwards; to obtain the next lower grade. the average must be 40 or upwards; and to obtain the second below the one applied for, the average must be at least 30.

4. In each case, as regards grades B, C, D, there must be no one mark farther below half of the required average than the actual average is above the requirement; with this limitation, that where there are several papers demanded under one general subject (as in the case of History, Mathematics, &c.,) any candidate whose marks on these papers give an average equal to the required *general* average, shall be exempt from the operation of this principle, so far as the papers are concerned; and that any candidate making the required average for a given grade, shall not be debarred hereby from receiving the next lower grade.

(*c.*) In order to obtain grade A, candidates will be required to make a general average of 50 or upwards on the whole examination, with no mark in the English branches farther below 37.5 than such average is above 50. In Latin the average of marks must be 50 or upwards, and in Greek the average of marks must be 37.5 or upwards,—which shall satisfy the requirements so far as the examination in classics is concerned.

6. Candidates for license of the Grade A, who have already made an average of 75 or upwards on Grade B, are to work papers only which are peculiar to Grade A, including the special papers set candidates for that grade in Algebra, Geometry, Chemistry and Natural Philosophy. The presence of such candidates will be required on each day of the examination.

7. Any candidate making an average of 60 or upwards at any examination, failing to obtain the grade of license applied for by reason of deficiency in any one branch, shall be entitled to receive such license after one term of successful teaching, on the certificate and recommendation of the Inspector, without further examination.

8. At the examination in each year, an exercise in spelling shall be prepared for candidates who at any previous examination made an average of 60 or upwards in the examination for 1st class, and were debarred from receiving license of the 1st class by reason of bad spelling. The exercise shall contain a number of ordinary English words to be written at dictation, and any such candidate not making more than six errors will be granted a license of the 1st class without further examination.

9. The Memos. and Official Envelopes for Provincial Examiners shall provide for the valuation by each Examiner of the papers of Candidate, in respect to penmanship, general style of mechanical execution, proper use of capitals, etc., under the general head of *writing*. Each candidate's paper in each general group shall be ranked as *good*, *fair* or *bad*. The average otherwise obtained shall be increased 5 for each set of papers marked *good*, and diminished 5 for each set of papers marked *bad*; papers marked *fair* shall not affect the general average.

While not proposing any radical changes in the Syllabus and its connected standards, and recognizing the propriety of harmonizing their provisions as far as practicable with such Courses of Study as have been, or may be, authorized for our Schools generally, I submit for consideration certain modifications which, in my opinion, are both justified and demanded by the existing state of education in the Province.

1. In view of the almost universal recognition of Industrial Drawing as a proper element of general education, proof of ability to impart such a knowledge of its principles as ordinary children are capable of receiving should be required of all persons applying for license to teach. This requirement is necessary to give full, practical effect to the action already taken, whereby this branch of education has had accorded it a recognized place in our Common School curriculum. For several years past the pupil-teachers in the Provincial Normal School have received regular instruction in the theory and practice of the art, and the study of this branch has properly been made compulsory. By this means, aided by praiseworthy attempts at self-instruction on the part of many teachers, more or less systematic instruction in Industrial Drawing is now given in a large number of schools. In this connection I may properly refer to the excellant example set School Boards generally by the Commissioners of Schools for the City of Halifax, who, by furnishing all their teachers with a regular course of lessons under a professional instructor, have put the whole of their extensive series of schools in a position to carry out the provisions of the Course of Study. But this is a matter which need not, and should not, be left to local impulse, or the enthusiasm of individual teachers.

2. The following additional enlargements, referring to the grades separately, seem to be called for: For Academic Candidates (Grade A), an *imperative* knowledge of French. For Academic and First Class Candidates (Grades A and B), English Literature, including the critical study of representative authors. For Second Class Candidates (Grade C), the elements of at least *one* of the Natural Sciences; for this purpose *Botany*, as an easily available base of object teaching, might be advantageously selected. For Third Class Candidates (Grade D), the elementary principles of Book-Keeping; the absence of such a requirement has proved a serious inconvenience in many of the smaller rural sections.

3. I see no reason for limiting the principle embodied in Standard 6 to a particular class of holders of First Class Licenses. In the large range of Grade B subjects outside of those specially excepted, the holder of a First Class License applying for one of the Academic Class is now required to submit to a tedious, and, it would appear, an entirely unnecessary re-examination. If special sets of papers were prepared for such candidates in History, Geography, Arithmetic, Grammar, &c., or if higher averages in these subjects were required, the present arrangement might be defensible. I suggest that after the next ensuing Annual Examination, the privi-

lege of applying for Academic Licenses be thrown open to all First Class teachers on the terms now restricted to those who have made a certain specified average.

4. The same principle might, I believe, with some benefit, be partially applied to the relation between the requirements for First and Second Class Licenses. Such subjects as British and Canadian History, Canadian Geography, and perhaps others, might with advantage be omitted from the First Class Syllabus in respect of all candidates who hold Second Classes Licenses.

## INTERMEDIATE EDUCATION.

The following abridgement of tables XVI and XVII, containing the statistical returns of the Special and County Academies, is given for the sake of convenient reference, but a careful inspection of the *details* of the Tables is earnestly recommended.

| | Whole Number of Departments in School of Section. | Total Number of Pupils. | Average Number of Pupils daily present — Winter Term. | Average Number of Pupils daily present — Summer Term. | No. belonging to Section, Town or Municipality. | No. from County outside of Section. | No. from Province outside of County. |
|---|---|---|---|---|---|---|---|
| Pictou (special) | ..... | 237 | 175 | 175 | 108 | 68 | 53 |
| Halifax High School (special) | ..... | 118 | 82 | 82 | 118 | ... | ... |
| Truro Model Schools | 13 | 43 | 19 | 19.2 | 35 | 8 | ... |
| Annapolis | 5 | 43 | 22 | 17 | 35 | 6 | 2 |
| *Antigonish | 12 | 80 | 59 | 38 | 24 | 23 | 33 |
| Cape Breton | 6 | 83 | 47.8 | 35 | 46 | 30 | 7 |
| Cumberland | 7 | 35 | 19 | 17 | 23 | 12 | ... |
| Digby | 5 | 46 | 26 | 15.8 | 31 | 12 | 3 |
| Guysborough | 3 | 33 | 16 | 15.6 | 27 | 5 | 1 |
| Hants | 8 | 33 | 24.5 | 17.7 | 31 | 2 | ... |
| Inverness | 3 | 52 | 31.1 | 23.8 | 42 | 4 | 6 |
| Kings | 4 | 57 | 32 | 29 | 43 | 13 | 1 |
| Lunenburg | 8 | 36 | 22 | 23 | 27 | 7 | 2 |
| Queens | 7 | 52 | 30 | 28 | 31 | 19 | 2 |
| Richmond | 3 | 32 | 16.4 | 13.6 | 30 | 2 | .. |
| Shelburne | 5 | 43 | 22 | 21 | 33 | 9 | 1 |
| Victoria | 4 | 42 | 24.8 | 9 | 25 | 17 | ... |
| Yarmouth | 8 | 77 | 39 | 30 | 53 | 21 | 3 |
| Total 1884 | ..... | 1112 | 685.6 | 593.7 | 744 | 254 | 106 |
| " 1883 | ..... | 1130 | 616 | 517 | 781 | 232 | 99 |
| Increase | ..... | ..... | 69.6 | 76.7 | ..... | 22 | 7 |
| Decrease | ..... | 18 | ..... | ..... | 37 | | |

* The discrepancy between the figures here given and those respecting the same institution in Table XVI, is due to the fact that the latter, through an oversight, include only the pupils pursuing classical studies.

With the exception of Pictou Academy and the Truro Model Schools, each of the above institutions is in receipt of an annual grant of $600 from the Provicial treasury. The grant to the former of the two excepted schools is $1400, to the latter, $800.

I do not deem it necessary to re-traverse all the ground covered in previous Reports on the subject of Intermediate Education. In regard to the two main points involved in the discussion, time and reflection have but added to the strength of my convictions. I believe that an impartial, thoroughly operative, provision for High School training is an indispensable adjunct of an educational system like ours, and that at present we are relying for this important end on means which are neither equitable nor efficient. This latter conviction is quite consistent with the belief, which I cheerfully avow, that some of the County Academies are meritorious institutions, making ample returns for the Provincial aid which they receive, and only waiting the opportunity that it is hoped new legislation may soon afford, to establish fresh claims to public confidence. Nor am I concerned in this connection to "make out a case" against other so called Academies, which, in my judgment, do not rise sufficiently above the rank of Common Schools to deserve any special recognition, pecuniary or otherwise. In prospect of an early and undoubtedly impartial consideration of the whole subject by the legislature, I content myself with presenting the following considerations, partially summarized from previous reports, in favor of a general reconstruction of our system of Academic Education:

1. *County organization* does not constitute a natural and defensible basis on which to distribute aid to higher education. Some of the counties are thrice as populous as others, and might with a better show of reason than can be advanced in behalf of the present mode of distribution, claim proportionate grants. The Provincial funds appropriated to the Common Schools in the ahape of teachers' grants are not determined or influenced in any way by *County* lines. The amount received within a connty depends on the *educational work done*, as measured by the number of teachers employed and their respective grades of licenses. Why should this common sense principle not have universal application?

It may also be noticed that while a number of the counties comprise two municipal districts, the advantages, such as they are, of the County Academy, are in all cases *practically*, though not of course *theoretically*, confined to the Municipality containing the County Town. To the Municipalites of Chester, Barrington, Argyle, Clare, East Hants and St. Mary's, the County Academies at Lunenburg, Shelburne, Yarmouth, Digby, Windsor and Guysboro are, so far as I can learn, of no benefit whatever.

2. Many centres of population, which furnish as good conditions for maintaining efficient High Schools as most of the County towns, are excluded from participation in the funds appropriated for higher education. Among these may be mentioned such places as Dartmouth, New Glasgow, Parrsboro', Bridgewater, Milton, Lockeport, Bridgetown, Wolfville, Hantsport, North Sydney, &c.

3. As a means of stimulating local effort, the grants to County Academies have not proved highly successful. Scores of sections throughout the Province surpass some of the County Towns in the

character of their school buildings and premises, and in the interest taken by Trustees in the progress of education. Here, however, I am in candor bound to admit, that within the past year or two several of the County Academy Boards have done themselves credit by considerably increasing the salary paid the Academic Principal. Still it will be seen that *more than eighty* per cent. of the total amount of salaries paid to the principals of County Academies was met by the government grants. One institution, indeed, seems to have been fortunate enough to obtain its principal at such a rate as to save a handsome portion of the grant for ordinary school purposes. That in many instances the grant operates for the reduction of local assessment, rather than the invigoration of higher education, is plain beyond all question.

4. The following figures serve to show that a comparatively small part of the advanced school work of the Province is done in the County Academies. I take five studies which may not unfairly be regarded as representative of High School operations, viz: *Latin, Greek, Algebra, Geometry* and *Chemistry*, and submit the following comparative statement. (The totals for the Province do not include the returns from the Special Academies.)

| | Latin. | Greek. | Algebra. | Geometry. | Chem. |
|---|---|---|---|---|---|
| Total number in Province, Winter Term. | 1067 | 116 | 5458 | 4222 | 1468 |
| Number in Co. Academies during Year. | 338 | 98 | 991 | 771 | 486 |
| No. in Special Academies during Year, | 279 | 83 | 349 | 349 | 169 |
| Distributed as follows, | | | | | |
| Pictou Academy. | 161 | 62 | 231 | 231 | 134 |
| Halifax High School. | 118 | 21 | 118 | 118 | 35 |

4. A very considerable portion of the County Academy grants is really spent in carrying on Common School work, for the proper remuneration of which the Province makes other provision. The first impression produced by the figures given in the column for total attendance is apt to be an erroneous one, which a careful study of the details of Table XVI. would do something to correct. In most of the smaller, and in some of the larger institutions, the attendance in the Principal's room—the nominal *High School*—is chiefly made up of pupils pursuing the seventh and eighth grades (and perhaps lower grades) of the Common School Course. Now, if in addition to the instruction of these, we assign the teacher the duty of training an outside class of candidates for license, but small opportunity is left for legitimate High School work, and we need not wonder that ambitious young men, aspiring to a liberal education, so generally break through County lines and repair to institutions where, in a regularly organized staff of Academic instructors, they find provided the proper conditions of successful study.

In submitting again for the consideration of the Legislature the outlines of a plan for re-modelling our system of Academic grants, I wish to state that I am by no means wedded to its details, though I

strongly believe that its general provisions would fairly and satisfactorily solve a problem, which certainly must command attention at no distant day. What I propose is, in brief, as follows:

I. Let a special legislative grant be provided for all teachers of the Academic class (Grade A) employed in sections (other than those maintaining a Provincial Academy) which have a system of regularly graded public schools of at least *three* departments, subject to the following conditions:

(1) That this grant be paid only to teachers employed for at least one year continuously in the section.

(2) That the teacher claiming this grant be in charge of the advanced department of the school.

(3) That on an annual inspection and examination of the department by the inspector in whose district it is situated, a required percentage of the registered pupils show a satistory knowledge of the subjects embraced in the first year of a prescribed course of High School studies.

(4) That proper conditions for prosecuting advanced studies are provided by trustees.

II. Let provision be made for a class of institutions to be known as PROVINCIAL ACADEMIES, the privilege of establishing which shall be open indiscriminately to the school sections of the Province, due security being taken *that such establishment shall always involve a large amount of local effort, and be justified by existing educational circumstances.* I would suggest the following conditions as necessary to guarantee *High Schools* of a *bona fide* character:—

(1) The employment of at least *two* qualified professors or teachers exclusively engaged in Academic instruction.

(2) The certified attendance of a *minimum* number of pupils duly qualified according to a prescribed course of study. It should be the duty of the Superintendent of Education to hold an annual inspection and examination of these Academies, and *the passing of a required percentage of the pupils should be essential to participation in Provincial funds.*

(3) Such an outfit of class room accommodation and scientific apparatus, as, in connection with a superior teaching staff, will adequately prepare pupils not only for college and entrance upon the professions, but as educated persons, for intelligent devotion to the varied interests which make up the common life of the people of Nova Scotia.

The general outlines of this plan having been established by legislation, the working out of subordinate details should be left to the Council of Public Instruction. That only communities *able and willing to carry it into successful execution, should engage in the attempt to found such institutions,* is a point which should be guarded with the greatest care.

I would respectfully add the suggestion that the scheme proposed need not, and probably should not, be brought into immediate effect *as a whole.* While opportunity should at once be given to any section wishing to establish a Provincial Academy, other County towns might retain their present grants for a specified period, not to exceed two

years. During this time, the exigencies of the public treasury would probably require the provision respecting grants to Grade A teachers in graded schools to remain in abeyance. Indeed, if put into immediate effect, that provision would not amount to very much practically, on account of the comparatively small number of teachers of the class in question. Hitherto, the only positive inducement to apply for a license of the Academic class has been the prospect of obtaining a County Academy principalship. The suggested measure would give the grade additional value, and - doubtedly stimulate many to apply for it.

## STUDIES OF PUPILS.—(See Table VI.)

The following is a comparative statement of the number of pupils under the principal subjects of instruction :—

| | | Reading. | Spelling. | Gen. Geography. | Writing |
|---|---|---|---|---|---|
| Winter Term, | 1884.. | 78,102 | 76,431 | 29,649 | 68,424 |
| " " | 1883.. | 76,594 | 72,474 | 29,875 | 66,280 |
| Summer Term, | 1884.. | 81,300 | 79,095 | 26,894 | 67.760 |
| " " | 1883.. | 79,185 | 76,292 | 25,894 | 64,256 |

| | | Arithmetic. | Grammar. | Can. History. | B History. |
|---|---|---|---|---|---|
| Winter Term, | 1884.. | 71,020 | 34,532 | 12,583 | 15,065 |
| " " | 1883.. | 69,032 | 34,980 | 11,855 | 14,991 |
| Summer Term, | 1884.. | 71,832 | 34,034 | 12,131 | 12,934 |
| " " | 1883.. | 68,802 | 31,870 | 11,186 | 13,518 |

| | | Drawing. | Elements of Nat. Science. | Algebra. | Geometry. | Latin. | Greek. |
|---|---|---|---|---|---|---|---|
| Winter Term, | 1884.. | 27,393 | 3,477 | 5,448 | 4,222 | 1,067 | 116 |
| " " | 1883.. | 20,601 | 3,317 | 4,824 | 4,103 | 931 | 93 |
| Summer Term, | 1884.. | 30,914 | 2.645 | 5,190 | 3,797 | 718 | 121 |
| " " | 1883.. | 27,770 | 2,448 | 4,892 | 3,699 | 799 | 87 |

As compared with the whole number of pupils attending school, the following are the percentages registered as studying each of the above subjects :—

| | Per Cent. Winter Term. | Per Cent. Summer Term. |
|---|---|---|
| Reading | 97 | 96 |
| Spelling | 95 | 93 |
| General Geography | 37 | 32 |
| Writing | 85 | 80 |
| Arithmetic | 88 | 85 |
| Grammar | 43 | 40 |
| Canadian History | 15 | 14 |
| British History | 18 | 15 |
| Drawing | 34 | 36 |
| Elements of Natural Science | 4 | 3 |
| Algebra | 6 | 6 |
| Geometry | 5 | 4 |
| Latin | 1.3 | .8 |
| Greek | .1 | .1 |

## INQUIRY AS TO RESULTS.

The above figures naturally suggest an inquiry into the *character* of the work done in our Public Schools. What are these pupils actually learning? Are their studies conducted on rational and scientific principles? Within the limits of reasonable expectation, does the training received fit our youth for the responsible duties of citizenship and life, and thus justify our large expenditures in behalf of education?

## PRIMARY INSTRUCTION.

It is seen that the studies of the great majority of the pupils do not extend beyond the fundamental branches of knowledge. Now, on what methods, with what spirit, with how just a conception of the true ends, general and practical, of education, are these branches taught? No inquiry can be more important. Many of our boys go out into the battle of life with no intellectual outfit beyond that which may be secured under the six lower grades of our common school course. Nor is the matter of less importance to those who proceed to more advanced studies, for in the processes of mental development, as in the construction of material edifices, a "wise master-builder" looks well to the nature of the foundation he lays. It is, indeed, hard to determine on which class crude, mechanical methods of primary teaching operate the more injuriously. Whenever in the initial stages of a pupil's career, his training consists of mere superficial routine, without any intelligent drawing forth of principles; when his experience suggests no other inference than that a knack of verbal repetition is the supreme intellectual accomplishment; when no attempts are made to quicken and develop his powers of observation, to expand his understanding, and to encourage those habits of independent inquiry and research, which form the basis of all genuine scholarship and of all successful activity in industrial and professional pursuits, there is a disastrous failure to make the most of educational opportunity. Undoubtedly in many of our schools the elements of education are efficiently taught. Power is developed as well as knowledge imparted. Still we are confronted by the fact that a very considerable part of the important duty of primary instruction is in the hands of inexperienced and untrained teachers. This is by no means an assuring circumstance. Of course the "heaven-born" teacher, who knows how to teach intuitively, who has native endowments and aptitudes exalting him above all necessity of professional training, is always a theoretical possibility; sometimes, but alas! too seldom, he makes his actual appearance amongst us. Furthermore, it may be admitted that many who start with a very limited acquaintance with the laws of educational science and the methods of teaching based upon them, succeed in the end in earning for themselves excellent reputations, the result of painstaking personal efforts to acquire what was lacking at the outset of their professional career. But without discussing here the wisdom of basing our educational practice on possibilities and exceptions, I simply deal with and

deplore the necessity, if it be a necessity, which places the education of no inconsiderable part of our school-going population in the hands of a constant succession of raw recruits.

This means that a large portion of our elementary teaching is unsystematically and inefficiently performed. It means that of the youth who leave our schools, not a few go forth into the actual struggles of life, possessed indeed of a certain stock of rudimentary knowledge confusedly stored up in their memories, but without that quickening of faculty, those habits of accurate observation and thought, which it is the province of all true education to bestow. If the instruction given by the teachers to whom I refer varies at all from mere rote-work, it must in the nature of things consist largely of vague experiments, involving considerable risk to those on whom they are made; in other words, the teacher, if he learns his profession at all, will be doing so at the expense of his pupils to a greater or less extent. Another discouragement to elementary education is found in the failure of many to appreciate the complex nature of the problem with which our Public Schools are called on to grapple. It is sometimes suggested that even from a teacher who has been chosen, not because he knows anything of teaching, but on the score of his scholarship, good results may be expected, because he will remember and apply the methods practised by his own teachers. This suggestion is worse than valueless when those methods themselves have been bad, and can at most apply only to the subjects studied during the later period of the teacher's own scholastic career. But what teacher has any such recollection of the difficulties he himself encountered in learning the first elements of knowledge, and of the methods by which he was enabled to solve those difficulties, as will be of any avail to him in teaching his own classes? Hence the failure of so many excellent scholars, who undertake primary work without any previous study of its governing principles. Whatever advantage a dim reminiscence of their own experience as students may be to them in teaching the higher branches, is wholly absent in the case in question. They are tempted to apply partially remembered methods to matters to which they are wholly inapplicable. The original of the following picture, drawn by one of the most distinguished masters of the science and art of education, is often met with: "He sits down to his work, conscious of his high qualifications in scholarship, but not conscious that he is merely a raw recruit in teaching. Having long forgotten the time when small difficulties in learning proved great impediments to his course, he has little sympathy with the boys before him who are in the condition in which he was then. He is, first, surprised at, then resents, what appears wanton or wilful indifference or crass stupidity, misunderstands his pupils, and forces them, by the measures he adopts, to misunderstand him, and so goes on blundering and floundering through difficulties really inherent in his work, which nothing whatever in his scholastic career has prepared him to deal with."

While I deem it proper thus to refer to certain obstacles to progress in the matter of elementary instruction, I would by no

means end my allusion to the general subject without mentioning some considerations of an opposite character. The fact that that subject is receiving greatly increased attention in all educational circles is in itself highly encouraging. A measure of enlightened public opinion has been developed respecting it. We hear less frequently that "any sort of a teacher is good enough for the primary classes." In the schools themselves, empiricism is giving place to natural methods based on the ascertained laws of human intelligence. Every year the influence, both direct and indirect, of trained teachers tells more effectively on the furtherance of this desirable revolution, and is powerfully seconded by the efforts of Inspectors, the agency of Teachers' Associations, and the circulation of educational literature.

The COURSE OF STUDY FOR COMMON SCHOOLS has in view the improvement of primary teaching as one of its objects. This object it seeks to accomplish, (1.) by assigning to each of the fundamental branches its proper place and securing for it its just measure of attention and (2.) by interspersing among the regular studies simple object lessons adapted to the capacity of each grade of pupils. By the former provision, it has already done much to check the vicious *specialism* in which some teachers are prone to indulge, by the latter to introduce an agreeable variety into school life, and at the same time foster habits of accurate observation and analysis, which must be of incalculable benefit in after life.

Incidentally, I may refer to a strange misconception somewhat prevalent regarding the Course. It is represented by some, who certainly can never have studied its provisions, as an instrument of "over pressure," as crowded full of subjects, which, within the allotted periods, can only be mastered at the risk of the pupil's health. The charge rests on no basis of truth whatever. As far as the pupils are concerned the object-lessons of the course *relieve* pressure rather than *create* it, while of the regular subjects there is not one which is not rightfully in the place assigned it and for which a reasonable amount of time is not provided. Besides, the course is not a Procustean device, working with inexorable precision, regardless of special circumstances and local limitations; its primary aim is to exercise a regulative influence over the studies pursued in our schools generally.

## ADVANCED STUDIES.

Probably the branches in respect of the teaching which our Provincial schools might most fairly challenge comparison with the schools of other countries, are Geography, Grammar, Arithmetic, History, Algebra and Geometry, as included in the higher grades of the Common School course, and the first year of the proposed High School course. Undoubtedly some teachers are too much in love with *memoriter* methods of teaching ever to abandon them, but in our advanced schools the number of such is certainly diminishing. The parrot-like repetition of words, the solving of problems by mere rule-of-thumb, are giving place to the intelligent discussion of principles and the reasons on which processes are based. Somewhat

more attention is paid than formerly to the cultivation of habits of correct expression. In this respect there is yet, however, a serious lack in many of the schools. The formal teaching of science is confined within rather narrow limits. Where attempted, it is often hampered by the lack of proper scientific training on the part of the teacher. Nor under our present system of examining and licensing teachers is it easy to suggest a remedy for this state of things. Our examinations are based on pure *book-work*, and the teacher, who without ever having seen a single experiment performed, much less having performed one himself, passes the required tests in Chemistry or Physics, cannot very logically be condemned for teaching his pupils according to the same method. Not to withhold credit, however, from those to whom it is fairly due, I allude with much satisfaction to the interest taken by a goodly number of teachers in the diffusion of science. Special means are often resorted to to supplement the niggardly appropriations of trustees in behalf of necessary apparatus. Respectable collections of botanical, zoological and mineralogical specimens are becoming somewhat common. The lessons on Nature required for the lower grades are necessarily creating an increased interest in the study of science generally.

The work of classical instruction in the Academies and High Schools has hitherto been seriously inconvenienced by the different matriculation standards in force in the various Colleges. This difficulty is about to be removed, inasmuch as the Colleges of the Province have agreed upon a uniform scheme of matriculation studies which will be duly announced in the April number of the *Journal of Education*, under the sanction of the Council of Public Instruction. I have received assurances that in all probability the same standards will be recognized by the Bar Society and the Halifax Medical College in respect of the examinations under their respective control.

### INFLUENCE OF TEACHERS' EXAMINATION ON STUDIES.

Is the preparation of candidates for the annual examination for teachers' licenses, as a regular part of the school work, generally conducive to healthy progress in the schools? This question scarcely admits of an answer in a single word. Undoubtedly in many cases a salutary stimulus is thus supplied to teachers, while the pupils themselves are provoked to an honorable ambition. The dangers to be dreaded are:—

1. Fostering a misconception of the true function of a public school as an instrument of *general*, not *special*, education;

2. More particularly, concentrating attention and effort on a few individuals, to the serious prejudice of the great body of pupils;

3. Encouraging mechanical methods of teaching, the object aimed at being, not the broad symmetrical development of the pupils' powers, but ability, however acquired, to make a certain number of marks in the prescribed subjects.

## TECHNICAL EDUCATION.

It will not be deemed beyond the province of this report to allude briefly to the relation of our ordinary school work, as now planned and conducted, towards the important subject of technical education. In certain great centres of educational and industrial activity, such as Paris in the Old World and Boston in the New, the experiment is being tried of providing, in connection with the public schools, facilities for training in various manual arts. By some educationists this is regarded as a justifiable extension of the principle which has secured for such branches as Industrial Drawing, Agricultural Chemistry, Book-Keeping, the practical application of Mathematics, and, in some cases, Sewing, a place in the common school curricula of almost all countries. By others, and probably a larger number, the movement is regarded with distrust, and is considered to involve a misconception of the primary aim and function of the public school, as in short inconsistent with that character of general utility, which gives such a school its logical claim on the support of the entire community. But whatever be the outcome of this experiment, it cannot for one moment be imagined that a system of general instruction can be so utilized for special industrial purposes as to supersede the necessity of distinct institutions of a higher character devoted to the various arts and industries. On the other hand it is equally clear, as shewn by the history of the past half century, that without any detriment to the literary and disciplinary ends of education, the work of the common school can be so directed as to press effectively on the springs of production and bring about sweeping industrial revolutions. The lessons which the experience of other nations seems to teach Nova Scotia—a country singularly rich in varied natural resources, largely undeveloped —is two fold:—(1) That her school system and methods should be in sympathy with the spirit of the age, and that, so far as this can be done without endangering higher interests, encouragement should be given to studies which train the eye and hand, and thus create favorable dispositions towards industrial pursuits generally; (2) That the common schools should lead up to, and prepare for, the work of such distinct technical institutions as the industries of the Province may require, and the means at disposal can provide.

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## TEXT BOOKS.

The attention given by the Legislature at its last session to the important subject of text-books, renders it proper, in my estimation, that I should furnish the subjoined list of the books now prescribed for use in the public schools, with the names of the publishers, and the retail price of each:

### ENGLISH.

*Reading and Spelling.* (1.) The Royal Series. (Thomas Nelson & Sons, Edinburgh and London). Primer, Part 1, 3c.; Part 2, 3c.; Royal Primer, 4. Reader 1, 10c.; do. 2, 17c.; do. 3, 30c.; do. 4, 45c.; do. 5, 60.; do. 6, 75.

(2.) The Maritime Series. (Wm. Collins, Sons & Co., Glasgow and London). Primer I., 3c.; do. II., 6c. Reader 1, 15c.; do. 2, 23c.; do. 3, 30c.; do. 4, 38c.; do. 5, 45c.; do. 6, 60.

(3.) The Spelling Book Superseded—*English Edition.* (Sullivan Bros.,) 25 cents.

*Note.*—In sections where French is the vernacular language, and the Trustees desire that English should also be taught, the French-English Readers of the Royal Series will be found very serviceable.

*Grammar and Composition.* (1.) English Grammar for Schools (A. & W. Mackinlay.) 30c.

(2.) Dalgleish's Introductory Text-Book of English Composition. (A. & W. Mackinlay) 30c.

(3.) Dalgleish's Advanced Text-Book of English Composition (Oliver & Boyd, Edinburgh), 60c.

*Geography.* (1.) Calkin's Introductory Text-Book (A. & W. Mackinlay) 55 cents.

(2.) Calkin's Geography of the World (A. & W. Mackinlay), $1.25.

*History.* (1.) Calkin's History of British America (A. & W. Mackinlay) 40 cents.

(2.) Outlines of British History (Thos. Nelson & Son, Edinburgh and London), 45c.

(3.) Swinton's Outlines of the World's History, Canadian Edition (A. & W. Mackinlay), $1.00.

MATHEMATICS.

*Arithmetic.* (1.) Kirkland & Scott's Elementary Arithmetic (Gage & Co., Toronto), 25c.

(2.) Hamblin Smith's Arithmetic (Gage & Co., Toronto), 25c.

*Algebra.* Todhunter's Algebra for Beginners. (Copp, Clark & Co., Toronto), 60c.

*Geometry.* Euclid, Hamblin Smith's Edition (Gage & Co., Toronto), 50c.

*Practical Mathematics.* Eaton's Elementary Practical Mathematics (D. H. Smith & Co., Truro), $1.00.

*Book-keeping.* Eaton & Frazee's treatise (A. & W. Mackinlay), 45c.

SCIENCE.

1. The Science Primers (Macmillan & Co., London):
   (1.) Physical Geography.—Geikie, 35c
   (2.) Physics.—Balfour Stewart, 30c.
   (3.) Chemistry.—Roscoe, 30c.
   (4.) Geology.—Geikie, 35c.
   (5.) Physiology.—Foster, 30c.
   (6.) Astronomy.—Lockyer, 30c.
   (7.) Botany.—Hooker, 35.
2. Tanner's First Principles of Agriculture (A. & W. Mackinlay), 35c.

WRITING AND DRAWING.

1. Payson, Dunton and Scribner's Copy Books, Beattie's Cop y Books The Royal Series of Copy Books; Walter Smith's Drawing Series.

[The Council does not think it necessary to *prescribe* a single series of Copy Books, but only to require that *one* series shall be used in each school.]

The suggestions of the reports of the Committee on Education have, as far as practicable, been carried out. The attention of publishers has been directed to mechanical defects in certain of the texts, and assurances have been received that hereafter there will be no grounds of complaint on that score. In regard to several books it is hoped that the early necessity of new editions can be taken advantage of to obtain such simplifications as will lead to an appreciable reduction of price. All possible efforts have been put forth to secure on the part of teachers that attention to the provision of the Course of Study in regard to oral lessons and the orderly sequence of studies, which will save parents the expense of purchasing unnecessary text-books. Fully realizing the loss and inconvenience incurred in the past by the authorization of several sets of school Readers, I have not as yet felt myself justified in recommending the striking off one of the sets from the list. The period of active competition, and therefore of maximum confusion and loss, has passed away. The vast majority of the schools have awarded the preference to the Royal Series, but there are two or three Counties, or parts of Counties, where the Maritime Series is in general use. No great disturbance in the schools generally results from the latter fact, and it is perhaps the wisest policy to let the problem carry itself forward a little nearer solution by its own force, before bringing any outside influence to bear upon it. I do not deem it necessary to re-state at any length the views on the general text-book question which I had the honor of presenting to the Educational Committee of the House of Assembly during the last session of the Legislature. It is well known that for a number of years the Provincial treasury bore directly a large part of the cost of supplying the schools with authorized texts, the balance being a direct charge on the funds of the Section. When a change was made, and the duty of providing books was placed directly on the parent or guardian, the policy of prescribing *a number of different texts on the same subject* gradually came into operation. It is not necessary to affirm that this principle had no advantages; it is sufficient to say that whatever advantages it may have had, were more than counterbalanced by its manifest disadvantages. With the exception of the case of the Readers, already alluded to, we have now a uniform series of text-books in use all over the Province. As to the character of these works, while no ideal perfection is claimed for any of them, it is believed that as a series they are well adapted for the place they fill in our Public School System.

## APPENDICES.

The appendices contain much valuable information.

The Report of the Principal of the Provincial Normal School (Appendix A) shows that the year's work in that important institution was quietly and successfully performed. In this, as well as in former Reports, I have indicated my views as to the desirability of having as many of our teachers as possible professionally trained for the service. It is pleasing to know that since the date of the Principal's Report, the attendance has swelled to proportions far exceeding the record of any previous session. The Normal School has to adjust itself as best it can to the other parts of our educational system, and to the existing state of education in the Province generally. Difficulties have thus to be encountered, but I believe that those difficulties were never so successfully grappled with as now. On some of the Principal's suggestions, I do not feel myself in a position to pronounce a definite opinion, but I am forced to express the conviction that the facilities for training now enjoyed by Third Class teachers should not be taken away, unless some demonstrably more efficient provision is substituted for them.

Appendix B comprises the Reports of the Provincial Inspectors of Schools. These documents disclose many interesting facts relating to the internal working of our school system. While their general tone is hopeful, they reveal some weaknesses and suggest some improvements.

In appendix C will be found the Report of the Chairman of the Board of School Commissioners for Halifax City, including that made to the Board by the Supervisor of the City Schools. In these will be found gratifying evidence of the intelligent activity with which the affairs of our Metropolitan Schools are being conducted.

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In view of promised legislation, it is scarcely necessary to repeat former representations as to the hardships inflicted on many deserving sections by the operations of the law relating to the taxation of the property of non-residents. As matters now stand, such property often imposes heavy educational and financial burdens which it does nothing to relieve. A change in the law, involving a recognition of the equitable principle of taxing all property in the Section where it is situated, will probably require a careful re-definition of the boundaries of School Sections, and thus supply a lack to which I have alluded in previous reports.

The Educational Estimates for the current year should make provision for the issue of a new and improved set of plans for school-houses. The volumes prepared in 1865 have worn out in the service, and the Department is unable to supply any assistance to Trustees seeking direction in the matter of building. The former plans served a useful purpose in their day, but the circumstances of the country will now justify something more architecturally attractive. In the preparation of new ones great care should be taken to supply the conditions required by the laws of sanitary science. A brief letter-press might accompany the plans, giving useful hints as to location, ornamenting of grounds, &c.

I have the honor to be,

Your Honor's very obd't. Servant,

DAVID ALLISON,
Supt. of Education.

# PART II.

# STATISTICAL TABLES.

Public Schools, County Academies and Special Academies.

TABLE I. [illegible]

| COUNTY. | No. of Sections. | Winter Term ended April 30, 1884. | | | | Summer Term ended Oct 31, 1884. | | | | | Year ended, Oct. 31, 1884. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of Sections having no School this Term. | No. of Schools in Session. | No. of Teachers and Licensed Assistants. | No. of Registered Pupils. | No. of Sections having no School this Term. | No. of Schools in Session. | No. of Teachers and Licensed Assistants. | No. of Registered Pupils. | No. of Pupils registered, *not* on Register of previous Term. | No. of Sections having no School during year. | Total No. of different pupils during year. | Proportion of population (Census 1881) at School during year. |
| Annapolis | 103 | 20 | 97 | 97 | 3836 | 11 | 105 | 106 | 3833 | 1088 | 7 | 4924 | 1 in 4.1 |
| Antigonish | 81 | 12 | 78 | 83 | 3268 | 5 | 86 | 92 | 3563 | 781 | 3 | 4049 | 1 " 4.4 |
| Cape Breton | 130 | 38 | 128 | 128 | 5910 | 29 | 137 | 138 | 6361 | 1358 | 29 | 7268 | 1 " 4.3 |
| Colchester | 115 | 17 | 122 | 124 | 4932 | 7 | 136 | 138 | 5787 | 1530 | 4 | 6462 | 1 " 4.1 |
| Cumberland | 139 | 24 | 134 | 136 | 5343 | 1 | 157 | 160 | 5978 | 1582 | 1 | 6925 | 1 " 3.9 |
| Digby | 76 | 21 | 74 | 77 | 3672 | 11 | 82 | 86 | 4055 | 1352 | 5 | 5024 | 1 " 3.9 |
| Guysborough | 92 | 25 | 74 | 74 | 2959 | 20 | 78 | 78 | 3133 | 1002 | 10 | 3961 | 1 " 4.4 |
| Halifax | 129 | 30 | 115 | 118 | 4852 | 24 | 122 | 130 | 5237 | 1552 | 8 | 6404 | 1 " 4.9 |
| " City | 1 | ..... | 98 | 102 | 4898 | ..... | 99 | 110 | 5388 | 930 | ..... | 5828 | 1 " 6.2 |
| Hants | 98 | 14 | 104 | 105 | 4463 | 5 | 112 | 118 | 4922 | 1307 | 4 | 5770 | 1 " 3.9 |
| Inverness | 156 | 21 | 135 | 155 | 5062 | 10 | 146 | 163 | 5548 | 993 | 7 | 6055 | 1 " 4.1 |
| Kings | 106 | 16 | 105 | 112 | 4613 | 8 | 109 | 112 | 4416 | 1329 | 6 | 5942 | 1 " 3.9 |
| Lunenburg | 137 | 22 | 132 | 132 | 5766 | 27 | 127 | 127 | 5101 | 1277 | 2 | 7043 | 1 " 4. |
| Pictou | 133 | 17 | 153 | 154 | 6691 | 10 | 160 | 165 | 7079 | 1497 | 5 | 8188 | 1 " 4.3 |
| Queens | 43 | 9 | 48 | 48 | 1914 | 2 | 55 | 56 | 2045 | 502 | 1 | 2416 | 1 " 4.3 |
| Richmond | 70 | 16 | 64 | 64 | 2239 | 9 | 71 | 71 | 2472 | 725 | 3 | 2964 | 1 " 5.1 |
| Shelburne | 65 | 14 | 64 | 65 | 2771 | 7 | 72 | 75 | 2921 | 938 | 3 | 3709 | 1 " 4. |
| Victoria | 88 | 21 | 67 | 67 | 2231 | 17 | 71 | 73 | 2286 | 459 | 14 | 2690 | 1 " 4.6 |
| Yarmouth | 71 | 6 | 97 | 98 | 4621 | 12 | 89 | 92 | 4141 | 826 | 3 | 5447 | 1 " 3.9 |
| Total 1884 | 1833 | 343 | 1889 | 1939 | 80041 | 215 | 2014 | 2090 | 84266 | 21028 | 115 | 101069 | 1 in 4.3 |
| " 1883 | 1822 | 359 | 1844 | 1911 | 79[illegible]91 | 234 | 1943 | 2011 | 81863 | 19216 | 107 | 983[illegible]7 | 1 " 4.4 |
| Increase | 11 | ..... | 45 | 28 | 950 | ..... | 71 | 79 | 24[illegible]3 | 1812 | 8 | 2762 | 1 " 159 |
| Decrease | ..... | 16 | ..... | ..... | ..... | 19 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE II.—PUBLIC SCHOOLS: TEACHERS EMPLOYED.

| COUNTY. | Winter Term. | | | | | | | | | | | Summer Term. | | | | | | | | | | | No. of Licensed Assistants. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male Teachers. | | | | Female Teachers. | | | | Total. | | | Male Teachers. | | | | Female Teachers. | | | | Total. | | | Winter. | | Summer. | |
| Grade | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Males. | Females. | Both. | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Male | Female. | Both. | M. | F. | M. | F. |
| Annapolis | 3 | 12 | 13 | 3 | .... | 3 | 37 | 20 | 37 | 60 | 97 | 2 | 12 | 10 | 2 | .... | 3 | 43 | 33 | 26 | 79 | 105 | .... | .... | .... | 1 |
| Antigonish | 1 | 17 | 13 | 14 | .... | 2 | 13 | 19 | 45 | 34 | 79 | 1 | 18 | 17 | 12 | .... | 2 | 17 | 23 | 48 | 42 | 90 | 1 | 3 | .... | 2 |
| Cape Breton | 3 | 21 | 27 | 32 | .... | 2 | 22 | 21 | 83 | 45 | 128 | 3 | 25 | 21 | 34 | .... | 5 | 23 | 26 | 83 | 54 | 137 | .... | .... | .... | 1 |
| Colchester | 1 | 9 | 9 | 1 | .... | 8 | 62 | 34 | 20 | 104 | 124 | 1 | 10 | 8 | 2 | .... | 6 | 65 | 46 | 21 | 117 | 138 | .... | .... | .... | .... |
| Cumberland | 1 | 7 | 4 | 10 | .... | 3 | 59 | 52 | 22 | 114 | 136 | 1 | 7 | 8 | 6 | .... | 4 | 71 | 62 | 22 | 137 | 159 | .... | .... | .... | 1 |
| Digby | 2 | 9 | 9 | 11 | .... | 1 | 10 | 32 | 31 | 43 | 74 | 1 | 7 | 5 | 6 | .... | .... | 17 | 46 | 19 | 63 | 82 | .... | 3 | .... | 4 |
| Guysborough | 1 | 7 | 4 | 9 | .... | 1 | 19 | 33 | 21 | 53 | 74 | 1 | 5 | 6 | 8 | .... | 1 | 16 | 41 | 20 | 58 | 78 | .... | .... | .... | .... |
| Halifax | .... | 6 | 11 | 5 | .... | 6 | 50 | 39 | 22 | 95 | 117 | 1 | 6 | 8 | 5 | .... | 6 | 60 | 43 | 20 | 109 | 129 | .... | 1 | .... | 1 |
| " City | 2 | 12 | 1 | 2 | 1 | 21 | 58 | 5 | 17 | 85 | 102 | 2 | 11 | 3 | 2 | 1 | 24 | 62 | 5 | 18 | 92 | 110 | .... | .... | .... | .... |
| Hants | 1 | 17 | 10 | 3 | .... | 4 | 43 | 27 | 31 | 74 | 105 | 1 | 16 | 8 | 2 | .... | 4 | 48 | 37 | 27 | 89 | 116 | .... | .... | .... | 2 |
| Inverness | 1 | 21 | 33 | 38 | .... | .... | 12 | 34 | 93 | 46 | 139 | 1 | 17 | 26 | 50 | .... | .... | 13 | 41 | 94 | 54 | 148 | 11 | 5 | 8 | 7 |
| Kings | 1 | 17 | 23 | 5 | .... | 1 | 33 | 29 | 46 | 63 | 109 | 1 | 8 | 9 | 1 | .... | 2 | 48 | 43 | 19 | 93 | 112 | .... | 3 | .... | .... |
| Lunenburg | 1 | 8 | 9 | 11 | .... | 2 | 26 | 75 | 29 | 103 | 132 | 1 | 8 | 6 | 6 | .... | 4 | 30 | 72 | 21 | 106 | 127 | .... | .... | .... | .... |
| Pictou | 5 | 18 | 15 | 6 | 2 | 7 | 57 | 41 | 44 | 110 | 154 | 5 | 19 | 15 | 5 | 2 | 10 | 57 | 52 | 44 | 121 | 165 | .... | .... | .... | .... |
| Queens | 1 | 8 | 1 | .... | .... | .... | 18 | 20 | 10 | 38 | 48 | 1 | 6 | .... | 2 | .... | .... | 19 | 28 | 9 | 47 | 56 | .... | .... | .... | .... |
| Richmond | 1 | 10 | 10 | 12 | .... | .... | 15 | 16 | 33 | 31 | 64 | 1 | 8 | 9 | 17 | .... | .... | 14 | 22 | 35 | 36 | 71 | .... | .... | .... | .... |
| Shelburne | 1 | 7 | 7 | 3 | .... | 3 | 22 | 22 | 18 | 47 | 65 | 1 | 5 | 3 | 2 | .... | 5 | 23 | 36 | 11 | 64 | 75 | .... | .... | .... | .... |
| Victoria | 1 | 2 | 9 | 27 | .... | .... | 6 | 22 | 39 | 28 | 67 | .... | 3 | 6 | 24 | .... | 2 | 6 | 32 | 33 | 40 | 73 | .... | .... | .... | .... |
| Yarmouth | 2 | 14 | 6 | 2 | .... | 9 | 32 | 33 | 24 | 74 | 98 | 2 | 7 | 4 | 2 | .... | 10 | 36 | 31 | 15 | 77 | 92 | .... | .... | .... | .... |
| Total 1884 | 29 | 222 | 220 | 194 | 3 | 73 | 594 | 577 | 665 | 1247 | 1912 | 27 | 198 | 172 | 188 | 3 | 88 | 668 | 719 | 585 | 1478 | 2063 | 12 | 15 | 8 | 19 |
| " 1883 | 24 | 238 | 217 | 210 | 1 | 65 | 564 | 561 | 689 | 1191 | 1880 | 27 | 199 | 170 | 202 | 2 | 70 | 626 | 685 | 598 | 1383 | 1981 | 14 | 17 | 10 | 20 |
| Increase | 5 | .... | 3 | .... | 2 | 8 | 30 | 16 | ..... | 56 | 32 | .... | .... | 2 | .... | 1 | 18 | 42 | 34 | .... | 95 | 82 | .... | .... | .... | .... |
| Decrease | .... | 16 | .... | 16 | .... | .... | .... | .... | 21 | .... | ..... | .... | 1 | .... | 14 | .... | .... | .... | .... | 13 | .... | .... | 2 | 2 | 2 | 1 |

## TABLE III.—PUBLIC SCHOOLS: PERIOD OF SERVICE, &c., OF TEACHERS.

| COUNTY. | No. of Teachers engaged in the same Section as during the previous Term. | | No. of Teachers removed to a new Section. | | No. of new Teachers. | | No. of Teachers not more than 3 years in the Service. | | Period of Service of Teachers—Summer Term. Male Teachers, Grades A and B, | | | | | | | Female Teachers, Grades A, B and C. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Winter. | Summer. | Winter. | Summer. | Winter. | Summer. | Winter. | Summer. | No. 1st term employed. | No. 2nd term employed. | No. up'wds of a year but not more than 2yrs. in the service. | No. up'wds of 2 but not more than 3 yrs in the service. | No. upw'ds of 3 but not more than 5 yrs. in the service | No. upw'ds of 5 but not more than 7 yrs. in the service. | No. upw's of 7 yrs in the service. | No. 1st term employed in teaching. | No. 2nd term employed in teaching. | No. upw'ds of 1 year but not more than 2yrs. in the service. | No. upw'ds of 2 but not more than 3 yrs. in the service | No. upw'ds of 3 but not more than 5 yrs. in the service | No. up'wds of 5 but not more than 7 yrs in the service. | No. upw'ds of 7 yrs. in the service. |
| Annapolis | 43 | 46 | 43 | 49 | 11 | 10 | 40 | 45 | ..... | ..... | ... ... | 1 | 2 | 1 | 10 | 2 | 6 | 5 | 6 | 12 | 4 | 11 |
| Antigonish | 37 | 58 | 32 | 24 | 10 | 8 | 30 | 35 | ..... | 1 | ... ... | 4 | ... ... | 2 | 12 | ..... | ... ... | ... ... | 2 | 6 | 5 | 6 |
| Cape Breton | 79 | 100 | 36 | 22 | 13 | 15 | 49 | 58 | ..... | ..... | ... ... | 4 | 5 | 4 | 15 | 1 | 1 | 2 | 6 | 3 | 6 | 9 |
| Colchester | 45 | 79 | 62 | 49 | 17 | 10 | 54 | 60 | ..... | ..... | 1 | 2 | 1 | 2 | 5 | ..... | 5 | 9 | 9 | 18 | 13 | 17 |
| Cumberland | 39 | 59 | 81 | 86 | 16 | 14 | 64 | 67 | ..... | ..... | ... ... | 1 | 3 | 1 | 3 | 2 | 4 | 11 | 12 | 17 | 16 | 13 |
| Digby | 38 | 42 | 31 | 38 | 5 | 2 | 28 | 32 | ..... | ..... | ... ... | ... ... | 2 | 3 | 3 | ..... | ..... | 6 | 3 | 2 | 3 | 3 |
| Guysborough | 37 | 39 | 25 | 26 | 12 | 13 | 32 | 36 | ..... | ..... | ... ... | 1 | ... ... | 2 | 3 | ..... | ..... | ... ... | 2 | 7 | 3 | 5 |
| Halifax | 60 | 62 | 43 | 51 | 14 | 16 | 41 | 46 | ..... | ..... | 1 | 1 | 2 | 2 | 1 | 5 | 5 | 6 | 7 | 14 | 13 | 16 |
| " City | 102 | 100 | ... ... | ... ... | ... ... | 10 | ... ... | 17 | 3 | 2 | 1 | ... ... | ... ... | 3 | 4 | 5 | 3 | 2 | 7 | 10 | 8 | 52 |
| Hants | 45 | 67 | 25 | 30 | 35 | 19 | 55 | 60 | ..... | 1 | 1 | 2 | 2 | 6 | 5 | 6 | 8 | 4 | 2 | 6 | 13 | 13 |
| Inverness | 69 | 82 | 51 | 50 | 19 | 16 | 62 | 66 | ..... | ..... | ... ... | 3 | 4 | 4 | 7 | ..... | ..... | 1 | 2 | 4 | 2 | 4 |
| Kings | 39 | 41 | 37 | 58 | 33 | 13 | 50 | 55 | ..... | ..... | ... ... | ... ... | 3 | 3 | 3 | 2 | 10 | 8 | 5 | 6 | 9 | 10 |
| Lunenburg | 68 | 91 | 50 | 32 | 14 | 4 | 61 | 56 | ..... | 1 | 1 | ... ... | 2 | ... ... | 5 | ..... | 5 | 6 | 4 | 7 | 6 | 6 |
| Pictou | 78 | 112 | 37 | 43 | 39 | 10 | 74 | 73 | 1 | ..... | 1 | 1 | 5 | 4 | 12 | 4 | 5 | 12 | 5 | 14 | 12 | 17 |
| Queens | 23 | 32 | 23 | 21 | 2 | 3 | 24 | 16 | ..... | 1 | 2 | ... ... | ... ... | 1 | 3 | 1 | 2 | 1 | 2 | 2 | 3 | 8 |
| Richmond | 41 | 44 | 13 | 15 | 10 | 12 | 31 | 40 | ..... | ..... | ... ... | ... ... | 1 | 4 | 4 | 1 | 4 | ... ... | ... ... | 3 | ... ... | 6 |
| Shelburne | 23 | 35 | 33 | 32 | 9 | 8 | 31 | 40 | ... ... | ..... | 1 | ... ... | 2 | 1 | 2 | 1 | 2 | 6 | 2 | 7 | 2 | 8 |
| Victoria | 28 | 34 | 27 | 27 | 12 | 12 | 40 | 46 | ..... | ..... | 1 | 1 | ... ... | 1 | ... ... | 1 | 1 | 2 | 1 | ... ... | ... ... | 3 |
| Yarmouth | 39 | 41 | 37 | 34 | 22 | 17 | 36 | 35 | ..... | ..... | ... ... | 1 | ... ... | 1 | 7 | 5 | 2 | 5 | 4 | 6 | 7 | 17 |
| Total, 1884 | 933 | 1164 | 686 | 687 | 293 | 212 | 797 | 883 | 4 | 6 | 10 | 22 | 34 | 45 | 104 | 36 | 63 | 86 | 81 | 144 | 125 | 224 |
| " 1883 | 953 | 1136 | 664 | 630 | 263 | 215 | 782 | 838 | 3 | 4 | 11 | 26 | 28 | 41 | 113 | 25 | 48 | 64 | 77 | 148 | 117 | 219 |
| Increase | ... ... | 28 | 22 | 57 | 30 | ... ... | 15 | 45 | 1 | 2 | ... ... | ... ... | 6 | 4 | ... ... | 11 | 15 | 22 | 4 | ... ... | 8 | 5 |
| Decrease | 20 | ... ... | ... ... | ... ... | ... ... | 3 | ... ... | ... ... | ... ... | ... ... | 1 | 4 | ... ... | ... ... | 9 | ... ... | ... ... | ... ... | ... ... | 4 | ... ... | ... ... |

## TABLE IV.—PUBLIC SCHOOLS: ATTENDANCE—WINTER TERM.

| COUNTY. | No. of Pupils registered at school this term. | Proportion of population at school this term. | No. children 5-15 years of age in Section having schools *not at school* this term. | Age and Sex of Pupils. No. of Pupils under 5 years of age. | No. of Pupils from 5 to 15 years of age. | No. of pupils over 15 years of age. | No. of Boys. | No. of Girls. | Daily Attendance. Grand Total Days' attendance made by all the Pupils. | No. daily present at School on an average for time in Session. | No. daily present at School on an average for Full Term. | No. daily present on an average for time in Session per 100 Registered. | No. daily present on an average for Full Term per 100 registered. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 3836 | 1 in 5.4 | 618 | 15 | 3243 | 578 | 2185 | 1651 | 259085 | 2362. | 2237.9 | 61.5 | 58.3 |
| Antigonish | 3268 | 1 " 5.5 | 625 | 11 | 2915 | 342 | 1865 | 1408 | 181259 | 1604. | 1536. | 49. | 47. |
| Cape Breton | 5910 | 1 " 5.3 | 1340 | 4 | 5426 | 480 | 3298 | 2617 | 376246 | 3479 6 | 3341. | 58.8 | 56.5 |
| Colchester | 4932 | 1 " 5.4 | 795 | 16 | 4437 | 479 | 2641 | 2291 | 334889 | 3051.5 | 2893.7 | 61.8 | 58.6 |
| Cumberland | 5343 | 1 " 5.5 | 1058 | 16 | 4699 | 628 | 3002 | 2341 | 309267 | 2820. | 2662. | 53. | 50. |
| Digby | 3672 | 1 " 5.4 | 817 | 9 | 3252 | 411 | 2102 | 1570 | 237166 | 2173.7 | 2031.8 | 59.2 | 55.3 |
| Guysborough | 2959 | 1 " 6. | 662 | 13 | 2618 | 328 | 1603 | 1356 | 173810 | 1630. | 1508.4 | 55. | 50.9 |
| Halifax | 4852 | 1 " 6.5 | 1038 | 14 | 4457 | 381 | 2634 | 2218 | 312360 | 3001. | 2828. | 62. | 58.3 |
| " City | 4898 | 1 " 7.3 | ..... | ..... | 4683 | 215 | 2411 | 2487 | 398997 | 3607.5 | 3553.5 | 73. | 72. |
| Hants | 4463 | 1 " 5.2 | 1221 | 12 | 4000 | 451 | 2398 | 2065 | 277838 | 2411.4 | 2288.8 | 54. | 51. |
| Inverness | 5062 | 1 " 5. | 1042 | 21 | 4417 | 624 | 2913 | 2149 | 270338 | 2408. | 2285. | 47.5 | 45.1 |
| Kings | 4613 | 1 " 5. | 977 | 16 | 3842 | 755 | 2656 | 1957 | 293215 | 2685.2 | 2475.8 | 58.2 | 53.6 |
| Lunenburg | 5766 | 1 " 4.9 | 619 | 36 | 5108 | 622 | 3130 | 2636 | 349479 | 3153.9 | 3022.9 | 54.7 | 51.3 |
| Pictou | 6691 | 1 " 5.3 | 1311 | 9 | 6033 | 649 | 3596 | 3095 | 462898 | 4047.5 | 3961.1 | 60.5 | 59.1 |
| Queens | 1914 | 1 " 5 5 | 94 | 4 | 1635 | 275 | 1010 | 904 | 130042 | 1198.5 | 1129.2 | 62 6 | 59.5 |
| Richmond | 2239 | 1 " 6.7 | 673 | 21 | 2042 | 176 | 1235 | 1004 | 125112 | 1140.6 | 1072.9 | 50.9 | 48. |
| Shelburne | 2771 | 1 " 5.4 | 559 | 19 | 2411 | 341 | 1605 | 1166 | 165756 | 1548.6 | 1430.7 | 55.6 | 51.6 |
| Victoria | 2231 | 1 " 5.5 | 204 | 13 | 1911 | 307 | 1196 | 1035 | 123267 | 1001. | 941. | 45. | 42. |
| Yarmouth | 4621 | 1 " 4.6 | 864 | 1 | 4125 | 495 | 2556 | 2065 | 320930 | 2981. | 2688.9 | 64.5 | 58.1 |
| Total, 1884 | 80041 | 1 " 5.5 | 14517 | 250 | 71254 | 8537 | 44031 | 36010 | 5101954 | 46300. | 43888.6 | 57.8 | 54.8 |
| " 1883 | 79091 | 1 " 5.5 | 13869 | 307 | 70484 | 8300 | 43373 | 35718 | 4898920 | 45031.7 | 42508.1 | 56.9 | 53.7 |
| Increase | 950 | ..... | 648 | ..... | 770 | 237 | 658 | 292 | 203034 | 1268.3 | 1380.5 | .9 | 1.1 |
| Decrease | ..... | ..... | ..... | 57 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE V.—PUBLIC SCHOOLS: ATTENDANCE—SUMMER TERM.

| COUNTY. | No. of pupils registered at School this term. | Proportion of population at School this term. | No. children 5-15 years of age in Sections having schools *not at school* this term. | Age and Sex of Pupils. | | | | | Daily Attendance. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | No of Pupils under 5 years of age. | No. of pupils from 5 to 15 years of age. | No. of pupils over 15 years of age. | No. of Boys. | No. of Girls. | Grand Total Days' attendance made by all the Pupils. | No. daily present at School on an average for time in Session. | No. daily present at School on an average for Full Term. | No. daily present on an average for time in Session per 100 Registered. | No. daily present on an average for Full Term per 100 registered. |
| Annapolis | 3833 | 1 in 5.3 | 619 | 39 | 3611 | 183 | 1797 | 2038 | 245776 | 2336.9 | 2226.3 | 60.9 | 58.1 |
| Antigonish | 3563 | 1 " 5. | 439 | 37 | 3349 | 177 | 1873 | 1690 | 164091 | 1525. | 1465. | 43. | 41. |
| Cape Breton | 6361 | 1 " 4.9 | 1022 | 33 | 6056 | 272 | 3360 | 3001 | 355858 | 3479. | 3274. | 54.7 | 51.4 |
| Colchester | 5787 | 1 " 4.6 | 450 | 30 | 5481 | 276 | 2884 | 2903 | 355156 | 3435. | 3122. | 59. | 53. |
| Cumberland | 5978 | 1 " 4.5 | 846 | 63 | 5615 | 300 | 2938 | 3040 | 318450 | 3248. | 2958. | 54.4 | 49. |
| Digby | 4055 | 1 " 4.9 | 643 | 39 | 3882 | 134 | 2020 | 2035 | 252081 | 2408.3 | 2283.6 | 59.3 | 56.3 |
| Guysborough | 3133 | 1 " 5.7 | 484 | 41 | 2924 | 168 | 1562 | 1571 | 168524 | 1609. | 1505.5 | 51.3 | 48. |
| Halifax | 5237 | 1 " 6. | 976 | 75 | 4911 | 251 | 2541 | 2696 | 321668 | 3343. | 3128. | 63. | 59. |
| " City | 5388 | 1 " 6.6 | ..... | 3 | 5152 | 233 | 2575 | 2813 | 361983 | 3872.2 | 3736.7 | 71. | 69. |
| Hants | 4922 | 1 " 4.7 | 885 | 53 | 4683 | 186 | 2401 | 2521 | 289956 | 2815.3 | 2609.1 | 57.2 | 53. |
| Inverness | 5548 | 1 " 4.6 | 830 | 105 | 5165 | 278 | 2939 | 2609 | 262479 | 2523. | 2333. | 45.5 | 42. |
| Kings | 4416 | 1 " 5.3 | 864 | 38 | 4169 | 209 | 2027 | 2387 | 256515 | 2515. | 2272.4 | 56.9 | 51.5 |
| Lunenburg | 5101 | 1 " 5.6 | 1036 | 87 | 4850 | 164 | 2468 | 2633 | 299431 | 2901.3 | 2730.8 | 56.5 | 53.5 |
| Pictou | 7079 | 1 " 5. | 971 | 49 | 6657 | 373 | 3563 | 3516 | 433512 | 4090.7 | 3864.2 | 57.7 | 54.5 |
| Queens | 2045 | 1 " 5.1 | 54 | 16 | 1872 | 157 | 977 | 1068 | 127269 | 1260.8 | 1168.9 | 61.6 | 57. |
| Richmond | 2472 | 1 " 6.1 | 524 | 36 | 2351 | 85 | 1276 | 1196 | 134405 | 1351.4 | 1274. | 54.6 | 51 5 |
| Shelburne | 2921 | 1 " 5.1 | 792 | 64 | 2733 | 124 | 1405 | 1516 | 184387 | 1853.6 | 1684.7 | 63.4 | 57.7 |
| Victoria | 2286 | 1 " 5.4 | 273 | 30 | 2136 | 120 | 1175 | 1111 | 109745 | 1076. | 1008. | 47. | 44. |
| Yarmouth | 4141 | 1 " 5.1 | 839 | 21 | 3957 | 163 | 1950 | 2191 | 263779 | 2618.3 | 2550.4 | 63.2 | 61.5 |
| Total, 1884 | 84266 | 1 in 5.2 | 12547 | 859 | 79554 | 3853 | 41731 | 42535 | 4905065 | 48261.8 | 45194.6 | 57.2 | 53.6 |
| " 1883 | 81863 | 1 " 5.3 | 12131 | 861 | 77684 | 3318 | 40995 | 40868 | 4669091 | 46269.1 | 43165 2 | 56.5 | 52.7 |
| Increase | 2403 | 1 in 183 | 416 | ..... | 1870 | 535 | 736 | 1667 | 235974 | 1992.7 | 2029.4 | .7 | 9. |
| Decrease | ..... | ..... | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.

*Number of Pupils receiving Instruction in the various Branches. Record of Visitation.*

| COUNTY. | Music. | | Reading. | Spelling. | Geography. | | Drawing. | Writing. | Arithmetic. | Grammar and Analysis. | History. | | | Composition. | Book-keeping. | Chemistry. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Theory. | By Note. | | | Nova Scotia. | General. | | | | | Canadian. | British. | General. | | | |
| Annapolis | 115 | 651 | 3757 | 3661 | 900 | 1678 | 1858 | 3472 | 3403 | 1761 | 893 | 890 | 55 | 630 | 441 | 106 |
| Antigonish | 80 | 192 | 3127 | 2943 | 817 | 647 | 208 | 2387 | 2402 | 887 | 321 | 394 | ..... | 171 | 113 | 14 |
| Cape Breton | 184 | 1658 | 5659 | 5457 | 2061 | 1627 | 320 | 4885 | 4986 | 2801 | 937 | 714 | ..... | 625 | 200 | 25 |
| Colchester | 272 | 2928 | 4970 | 4899 | 1797 | 2157 | 2855 | 4498 | 4931 | 2792 | 1230 | 1153 | ..... | 1007 | 558 | 175 |
| Cumberland | 141 | 1441 | 5207 | 5090 | 1382 | 1798 | 2229 | 4800 | 5012 | 2120 | 709 | 879 | ..... | 752 | 389 | 109 |
| Digby | 223 | 689 | 3599 | 3400 | 1257 | 1534 | 1752 | 3172 | 3345 | 1461 | 415 | 580 | 100 | 434 | 197 | 42 |
| Guysborough | 66 | 483 | 2859 | 2791 | 1092 | 802 | 484 | 2474 | 2526 | 1024 | 273 | 605 | ..... | 188 | 142 | 52 |
| Halifax | 600 | 3240 | 4876 | 4923 | 1869 | 2046 | 1789 | 4124 | 4346 | 2124 | 608 | 1096 | 146 | 976 | 268 | 74 |
| " City | 508 | 2615 | 4911 | 4927 | 3538 | 2799 | 4582 | 4809 | 4852 | 2819 | 1537 | 1360 | ..... | 957 | 86 | 75 |
| Hants | 54 | 1141 | 4430 | 4367 | 1605 | 1861 | 1481 | 4020 | 4304 | 2349 | 833 | 1113 | 200 | 724 | 272 | 202 |
| Inverness | 4 | 741 | 4888 | 4671 | 1110 | 756 | 276 | 3512 | 3326 | 1246 | 467 | 618 | ..... | 191 | 143 | 21 |
| Kings | 26 | 928 | 4550 | 4506 | 1214 | 2439 | 1171 | 4142 | 4383 | 2203 | 894 | 1127 | 214 | 715 | 477 | 224 |
| Lunenburg | 277 | 3490 | 5571 | 5483 | 2257 | 1853 | 1557 | 5060 | 5121 | 1897 | 553 | 853 | 427 | 379 | 201 | 7 |
| Pictou | 178 | 4022 | 6483 | 6300 | 3236 | 3012 | 2723 | 5254 | 6231 | 3692 | 1317 | 1261 | ..... | 1160 | 656 | 264 |
| Queens | ..... | 732 | 1841 | 1822 | 537 | 826 | 572 | 1622 | 1823 | 775 | 239 | 486 | 235 | 189 | 142 | 11 |
| Richmond | 76 | 347 | 2064 | 1935 | 500 | 394 | 109 | 1615 | 1550 | 602 | 215 | 236 | ..... | 234 | 31 | 1 |
| Shelburne | ..... | 793 | 2714 | 2695 | 1059 | 1048 | 1156 | 2507 | 2630 | 1298 | 300 | 625 | 139 | 451 | 186 | 32 |
| Victoria | 62 | 619 | 2049 | 2040 | 370 | 454 | 115 | 1765 | 1714 | 640 | 163 | 403 | ..... | 104 | 48 | 12 |
| Yarmouth | ..... | 1602 | 4547 | 4521 | 1714 | 1918 | 2156 | 4306 | 4135 | 2041 | 679 | 672 | 312 | 1202 | 255 | 22 |
| Total, 1884 | 2869 | 28312 | 78102 | 76431 | 28315 | 29649 | 27393 | 68424 | 71020 | 34532 | 12583 | 15065 | 1828 | 11089 | 4805 | 1468 |
| " 1883 | 3208 | 27299 | 76594 | 72474 | 28570 | 29875 | 20001 | 66280 | 69032 | 34980 | 11855 | 14991 | 631 | 10046 | 4893 | 1608 |
| Increase | | 1013 | 1508 | 3957 | ..... | ..... | 6792 | 2144 | 1988 | ..... | 728 | 74 | 1197 | 1043 | ..... | ..... |
| Decrease | 339 | ..... | ..... | ..... | 255 | 226 | ..... | ..... | ..... | 448 | ..... | ..... | ..... | ..... | 89 | 140 |

## TABLE VI.—WINTER TERM.—(CONTINUED).

| COUNTY. | Latin. | Algebra. | Geometry. | Navigation. | Practical Mathematics. | Natural Philosophy. | French. | Physiology. | Greek. | No. of Schools holding Public Examination at close of Term. | No. closing without a Public Examination. | Prizes. No. prizes given to Pupils. | Prizes. Value of Prizes given. | Record of Visitation. No. of visits by Trustees and Secretary. | Record of Visitation. By Inspector. | Record of Visitation. By other Visitors. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 29 | 266 | 235 | 9 | 8 | 38 | 13 | ..... | 3 | 57 | 40 | 43 | $ 19 60 | 311 | 99 | 1080 |
| Antigonish | 10 | 170 | 143 | 1 | 4 | 1 | 52 | ..... | ..... | 72 | 6 | 56 | 23 00 | 480 | 82 | 1076 |
| Cape Breton | 78 | 531 | 351 | 30 | 35 | 119 | 38 | 15 | 10 | 114 | 14 | 148 | 72 15 | 844 | 88 | 1468 |
| Colchester | 62 | 426 | 311 | ..... | 7 | 40 | 15 | 155 | 7 | 99 | 23 | 191 | 68 30 | 433 | 78 | 1860 |
| Cumberland | 46 | 205 | 155 | 4 | 26 | 29 | ..... | 251 | ..... | 96 | 38 | 94 | 27 77 | 558 | 56 | 1436 |
| Digby | 26 | 130 | 91 | ..... | 13 | 39 | 1119 | 39 | 4 | 43 | 31 | 19 | 14 25 | 272 | 70 | 738 |
| Guysborough | 9 | 180 | 90 | 9 | 6 | 1 | 9 | ..... | ..... | 66 | 8 | 50 | 34 90 | 341 | 44 | 1090 |
| Halifax | 39 | 256 | 182 | 7 | 2 | 30 | ..... | 24 | 3 | 94 | 19 | 64 | 32 00 | 504 | 121 | 1291 |
| " City | 137 | 641 | 577 | 2 | 21 | 80 | 61 | 60 | ..... | 98 | ..... | 294 | ..... | 289 | 103 | 702 |
| Hants | 172 | 420 | 317 | 37 | 12 | 54 | ..... | 220 | 26 | 96 | 7 | 46 | 31 71 | 295 | 95 | 1164 |
| Inverness | 28 | 217 | 136 | 3 | 7 | 5 | 620 | 2 | 4 | 124 | 9 | 9 | ..... | 898 | 111 | 2138 |
| Kings | 84 | 303 | 332 | 13 | 17 | 96 | 28 | 116 | 2 | 102 | 3 | 76 | 49 21 | 1374 | 103 | 1345 |
| Lunenburg | 24 | 191 | 146 | 3 | 1 | ..... | 9 | ..... | ..... | 127 | 5 | 43 | 10 39 | 559 | 128 | 2324 |
| Pictou | 204 | 801 | 652 | 64 | 75 | 226 | 114 | 214 | 49 | 150 | 3 | 225 | 125 90 | 771 | 137 | 2777 |
| Queens | 30 | 104 | 83 | 8 | 7 | 18 | 2 | 7 | 1 | 44 | 4 | 11 | 5 20 | 172 | 44 | 476 |
| Richmond | 5 | 97 | 46 | 12 | 5 | 7 | 240 | ..... | ..... | 46 | 18 | 23 | 19 35 | 418 | 63 | 835 |
| Shelburne | 30 | 183 | 171 | 18 | 18 | 7 | 5 | 7 | 3 | 50 | 1 | 52 | 17 43 | 207 | 64 | 832 |
| Victoria | 22 | 136 | 85 | 7 | 21 | 5 | 35 | 2 | 2 | 64 | 3 | ..... | ..... | 485 | 38 | 1131 |
| Yarmouth | 32 | 201 | 119 | 11 | 5 | 47 | 497 | 55 | 2 | 57 | 7 | 97 | 32 07 | 413 | 100 | 1433 |
| Total, 1884 | 1067 | 5458 | 4222 | 238 | 290 | 842 | 2857 | 1167 | 116 | 1599 | 239 | 1541 | $583 23 | 9624 | 1624 | 25196 |
| " 1883 | 931 | 4824 | 4103 | 435 | 556 | 636 | 2905 | 1073 | 93 | 1525 | 246 | 831 | 377 93 | 8537 | 1503 | 24019 |
| Increase | 136 | 634 | 119 | ..... | ..... | 206 | ..... | 94 | 23 | 74 | ..... | 710 | 205 30 | 1087 | 121 | 1177 |
| Decrease | ..... | ..... | ..... | 197 | 266 | ..... | 48 | ..... | ..... | ..... | 7 | ..... | ..... | ..... | ..... | ..... |

## TABLE VI.—PUBLIC SCHOOLS: Summer Term.

*Number of Pupils receiving Instruction in the various Branches. Record of Visitation.*

| COUNTY. | Music. | | | | Geography. | | | | | | History. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Theory. | By Rote. | Reading | Spelling. | Nova Scotia. | General. | Drawing. | Writing. | Arithmetic. | Grammar and Analysis. | Canadian. | British. | General. | Composition. | Book-keeping. | Chemistry. |
| Annapolis | 66 | 674 | 3755 | 3648 | 1021 | 1539 | 2211 | 3329 | 3321 | 1652 | 812 | 761 | 57 | 419 | 203 | 43 |
| Antigonish | 97 | 112 | 3339 | 3136 | 715 | 634 | 127 | 2463 | 2496 | 784 | 282 | 343 | ..... | 243 | 70 | 29 |
| Cape Breton | 96 | 1624 | 6080 | 5807 | 2061 | 1557 | 448 | 4856 | 4969 | 2788 | 793 | 605 | ..... | 582 | 184 | 35 |
| Colchester | 116 | 3195 | 5564 | 5451 | 2191 | 2006 | 3479 | 5032 | 5302 | 3045 | 1148 | 766 | ..... | 1055 | 336 | 76 |
| Cumberland | 94 | 1547 | 5734 | 5613 | 1376 | 1580 | 2852 | 5210 | 5455 | 2596 | 959 | 584 | ..... | 791 | 404 | 88 |
| Digby | ..... | 843 | 3910 | 3593 | 1311 | 1721 | 2102 | 3318 | 3517 | 1481 | 434 | 663 | 58 | 485 | 89 | 38 |
| Guysborough | ..... | 747 | 2955 | 2869 | 938 | 820 | 577 | 2568 | 2624 | 950 | 242 | 503 | ..... | 242 | 51 | 8 |
| Halifax | 576 | 4764 | 5164 | 5237 | 1769 | 1841 | 1923 | 4230 | 4664 | 2005 | 560 | 968 | 124 | 630 | 76 | 41 |
| " City | 257 | 2923 | 5303 | 5386 | 3081 | 2577 | 4784 | 5155 | 5304 | 2715 | 1694 | 1167 | ..... | 900 | 140 | 44 |
| Hants | 29 | 1674 | 4872 | 4706 | 1870 | 1842 | 1847 | 4095 | 4581 | 2326 | 896 | 969 | 286 | 650 | 130 | 73 |
| Inverness | 84 | 744 | 5119 | 4869 | 1216 | 757 | 317 | 3469 | 3205 | 1227 | 372 | 591 | ..... | 184 | 65 | 41 |
| Kings | 41 | 986 | 4398 | 4265 | 1074 | 1796 | 1268 | 3739 | 4066 | 1865 | 647 | 996 | 195 | 500 | 130 | 73 |
| Lunenburg | 191 | 3191 | 4896 | 4760 | 1883 | 1388 | 1625 | 4098 | 4327 | 1698 | 491 | 758 | 456 | 302 | 126 | ..... |
| Pictou | 145 | 3815 | 6860 | 6733 | 4378 | 2799 | 2930 | 5212 | 6461 | 4137 | 1191 | 1321 | ..... | 1121 | 468 | 190 |
| Queens | 5 | 832 | 1941 | 1968 | 621 | 879 | 554 | 1602 | 1870 | 767 | 305 | 390 | 128 | 162 | 123 | 9 |
| Richmond | 46 | 363 | 2230 | 2150 | 538 | 273 | 101 | 1630 | 1590 | 558 | 208 | 230 | ..... | 243 | 28 | 3 |
| Shelburne | ..... | 738 | 2885 | 2826 | 916 | 962 | 1305 | 2460 | 2664 | 1212 | 319 | 468 | 121 | 431 | 69 | 46 |
| Victoria | 30 | 693 | 2204 | 2109 | 442 | 345 | 150 | 1628 | 1625 | 523 | 149 | 314 | ..... | 72 | 5 | 3 |
| Yarmouth | 61 | 1720 | 4091 | 3969 | 1401 | 1578 | 2314 | 3666 | 3791 | 1705 | 629 | 537 | 169 | 926 | 121 | 27 |
| Total, 1884 | 1934 | 31185 | 81300 | 79095 | 28797 | 26894 | 30914 | 67760 | 71832 | 34034 | 12131 | 12934 | 1594 | 9938 | 2818 | 867 |
| " 1883 | 2904 | 30224 | 79185 | 76292 | 29827 | 25894 | 27770 | 64256 | 68802 | 31870 | 11186 | 13518 | 782 | 9556 | 2500 | 1163 |
| Increase | ..... | 961 | 2115 | 2803 | ..... | 1000 | 3144 | 3504 | 3030 | 2164 | 945 | ..... | 812 | 382 | 318 | ..... |
| Decrease | 970 | ..... | ..... | ..... | 1030 | ..... | ..... | ..... | ..... | ..... | ..... | 584 | ..... | ..... | ..... | 296 |

## TABLE VI.—SUMMER TERM.—(CONTINUED.)

| COUNTY. | Latin. | Algebra. | Geometry. | Navigation. | Practical Mathematics. | Natural Philosophy. | French. | Physiology. | Greek. | No. of Schools holding Public Examination at close of term. | No. closing without a Public Examination. | Prizes. No. prizes given to Pupils. | Prizes. Value of Prizes given. | Record of Visitation. No. of Visits by Trustees and Secretary. | Record of Visitation. By Inspector. | Record of Visitation. By other Visitors. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 35 | 199 | 206 | 1 | 6 | 35 | 12 | 27 | 4 | 61 | 44 | 50 | $ 27 15 | 260 | 102 | 1021 |
| Antigonish | 4 | 149 | 121 | ... ... | 2 | ... ... | 77 | ... ... | ... .. | 79 | 7 | 25 | 8 50 | 425 | 86 | 975 |
| Cape Breton | 40 | 523 | 271 | 21 | 30 | 73 | 19 | 67 | 7 | 99 | 38 | 26 | 8 97 | 654 | 102 | 1320 |
| Colchester | 39 | 431 | 273 | 4 | 9 | 10 | 12 | 176 | 9 | 128 | 38 | 209 | 65 30 | 333 | 114 | 1894 |
| Cumberland | 38 | 218 | 156 | 1 | 9 | 18 | 16 | 375 | 5 | 121 | 36 | 77 | 33 20 | 475 | 101 | 1528 |
| Digby | 30 | 193 | 128 | 7 | 8 | 57 | 1329 | 28 | 1 | 58 | 24 | 37 | 12 55 | 217 | 77 | 830 |
| Guysborough | 10 | 170 | 81 | ... ... | 6 | ... ... | 13 | ... ... | ... ... | 67 | 11 | 109 | 54 22 | 288 | 73 | 1192 |
| Halifax | 29 | 204 | 181 | ... ... | 12 | 94 | ... ... | 54 | 3 | 109 | 13 | 94 | 41 00 | 473 | 124 | 1162 |
| " City | 75 | 547 | 566 | 13 | 62 | 131 | 92 | 86 | ... ... | 99 | ... ... | ... ... ... | ... ... ... | 375 | 144 | 493 |
| Hants | 28 | 322 | 247 | 3 | 29 | 45 | 6 | 113 | 3 | 88 | 14 | 60 | 19 72 | 252 | 108 | 1114 |
| Inverness | 25 | 227 | 124 | ... ... | 14 | 4 | 613 | 6 | ... ... | 119 | 27 | ... ... ... | ... ... ... | 689 | 92 | 2236 |
| Kings | 66 | 282 | 261 | 1 | 1 | 1 | ... ... | 117 | 18 | 101 | 9 | 82 | 32 34 | 225 | 107 | 1109 |
| Lunenburg | 1 | 221 | 128 | ... .. | 4 | 11 | 20 | 27 | ... ... | 123 | 4 | 33 | 13 32 | 441 | 125 | 2185 |
| Pictou | 206 | 785 | 600 | 19 | 46 | 123 | 108 | 44 | 54 | 155 | 5 | 218 | 104 51 | 509 | 148 | 2773 |
| Queens | 20 | 166 | 111 | ... ... | ... ... | 13 | ... ... | 1 | 4 | 54 | 1 | 8 | 2 10 | 188 | 53 | 547 |
| Richmond | 2 | 73 | 44 | 4 | 2 | 3 | 368 | ... ... | ... ... | 50 | 21 | 27 | 8 05 | 406 | 61 | 835 |
| Shelburne | 32 | 197 | 138 | 8 | 5 | 5 | 13 | 20 | 6 | 53 | 5 | 74 | 20 82 | 114 | 74 | 761 |
| Victoria | 11 | 109 | 59 | ... ... | 3 | ... ... | ... ... | ... ... | 5 | 56 | 15 | ... ... ... | ... ... ... | 314 | 64 | 947 |
| Yarmouth | 27 | 174 | 102 | 3 | 3 | 3 | 560 | 11 | 2 | 46 | 13 | 84 | 41 66 | 213 | 50 | 1173 |
| Total, 1884 | 718 | 5190 | 3797 | 85 | 251 | 626 | 3258 | 1152 | 121 | 1666 | 325 | 1213 | 493 41 | 6851 | 1805 | 24095 |
| " 1883 | 799 | 4892 | 3699 | 120 | 245 | 337 | 2999 | 948 | 87 | 1524 | 383 | 1467 | 630 90 | 6962 | 1792 | 24273 |
| Increase | ..... | 298 | 98 | ..... | 6 | 289 | 259 | 204 | 34 | 142 | 58 | ... ... .. | ... ... ... | ..... | 13 | ..... |
| Decrease | 81 | ..... .. | ..... | 35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 254 | 137 49 | 119 | ..... ... | 178 |

## TABLE VII. PUBLIC SCHOOLS: TIME IN SESSION.

| COUNTY. | Winter Term. | | | | | | | Summer Term. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of Schools open this Term. | No. in Session less than 80 days during this Term. | No. in Session 80 days or upwards, but less than 100. | Total No. in Session less than 100 days. | No. in Session 100 days or upwards, but less than full Term. | No. in Session the full Term. | Average No. of days all Schools were in Session. | No. of Schools open this Term. | No. in Session less than 80 days during this Term. | No. in Session 80 days or upwards, but less than 100. | Total No. in Session less than 100 days. | No in Session 100 days or upwards, but less than Full Term. | No. in Session the full Term. | Average No. of days all Schools were in Session. |
| Annapolis | 97 | 4 | 11 | 15 | 28 | 54 | 111.8 | 105 | 5 | 5 | 10 | 47 | 48 | 106.7 |
| Antigonish | 78 | 1 | 7 | 8 | 38 | 32 | 113. | 86 | 2 | 6 | 8 | 43 | 35 | 107.6 |
| Cape Breton | 128 | 4 | 7 | 11 | 55 | 62 | 113.3 | 137 | 6 | 16 | 22 | 51 | 64 | 105.4 |
| Colchester | 122 | 5 | 7 | 12 | 61 | 49 | 111.9 | 136 | 14 | 12 | 26 | 60 | 50 | 102. |
| Cumberland | 134 | 8 | 12 | 20 | 60 | 54 | 111.4 | 157 | 15 | 10 | 25 | 50 | 82 | 102. |
| Digby | 74 | 4 | 3 | 7 | 43 | 24 | 110.3 | 82 | 4 | 6 | 10 | 38 | 34 | 106.2 |
| Guysborough | 74 | 7 | 4 | 11 | 38 | 25 | 109.2 | 78 | 4 | 9 | 13 | 39 | 26 | 104.8 |
| Halifax | 115 | 6 | 5 | 11 | 58 | 46 | 111.2 | 122 | 7 | 15 | 22 | 51 | 49 | 104.8 |
| " City | 98 | ..... | ..... | ..... | 37 | 61 | 113. | 99 | ..... | 46 | 46 | ..... | 53 | 965. |
| Hants | 104 | 5 | 4 | 9 | 50 | 45 | 112. | 112 | 7 | 8 | 15 | 57 | 40 | 103.8 |
| Inverness | 135 | 4 | 11 | 15 | 50 | 70 | 112. | 146 | 10 | 14 | 24 | 48 | 74 | 103.5 |
| Kings | 105 | 5 | 17 | 22 | 46 | 37 | 108.8 | 109 | 13 | 13 | 26 | 41 | 42 | 101.2 |
| Lunenburg | 132 | 5 | 6 | 11 | 62 | 59 | 113.1 | 127 | 9 | 6 | 15 | 48 | 64 | 105.4 |
| Pictou | 153 | 3 | 2 | 5 | 62 | 86 | 115.5 | 160 | 8 | 11 | 19 | 74 | 67 | 105.8 |
| Queens | 48 | 2 | 4 | 6 | 25 | 17 | 111.1 | 55 | 4 | 6 | 10 | 32 | 13 | 103.6 |
| Richmond | 64 | 3 | 5 | 8 | 19 | 37 | 111. | 71 | 5 | 2 | 7 | 34 | 30 | 105.6 |
| Shelburne | 64 | 4 | 5 | 9 | 40 | 15 | 109. | 72 | 6 | 8 | 14 | 49 | 9 | 101.8 |
| Victoria | 67 | 2 | 6 | 8 | 25 | 34 | 111. | 71 | 5 | 5 | 10 | 29 | 32 | 105. |
| Yarmouth | 97 | 8 | 5 | 13 | 74 | 10 | 106.7 | 89 | 5 | 25 | 30 | 44 | 15 | 109.1 |
| Total, 1884 | 1889 | 80 | 121 | 201 | 871 | 817 | 111.3 | 2014 | 129 | 223 | 352 | 835 | 827 | 104.2 |
| " 1883 | 1844 | 111 | 136 | 247 | 788 | 809 | 110. | 1943 | 154 | 270 | 424 | 717 | 802 | 102.3 |
| Increase | 45 | ..... | ..... | ..... | 83 | 8 | 1.3 | 71 | ..... | ..... | ..... | 118 | 25 | 1.9 |
| Decrease | ..... | 31 | 15 | 46 | ..... | ..... | ..... | ..... | 25 | 47 | 72 | ..... | ..... | ..... |

**TABLE VIII.**—COMPARATIVE STATEMENT OF EXPENDITURE OF GOVERNMENT GRANTS TO COMMON SCHOOLS, AND OF SECTIONAL ASSESSMENT.

| COUNTY. | Population. | GOVERNMENT GRANTS. Winter Term. No. Schools in Session. | Winter Term. No. of Pupils registered. | Winter Term. Sum of Government Grants. | Winter Term. Cost to Government per Pupil. | Summer Term. No. Schools in Session. | Summer Term. No. of Pupils Registered. | Summer Term. Sum of Government Grants. | Summer Term. Cost to Government per Pupil. | Amount voted at last Annual meeting for School purposes, exclusive of Building and Repairs. | Amount voted for Building and Repairs. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 20598 | 97 | 3836 | $4128 76 | $1.07 | 102 | 3833 | $4390 67 | $1.14 | $11742 82 | $2121 60 |
| Antigonish | 18060 | 78 | 3268 | 3388 57 | 1.03 | 86 | 3563 | 3629 05 | 1.01 | 6780 00 | 879 09 |
| Cape Breton | 31258 | 128 | 5910 | 5245 28 | .88 | 137 | 6361 | 5537 10 | .87 | 15078 00 | 5205 45 |
| Colchester | 26720 | 122 | 4932 | 5068 59 | 1.02 | 136 | 5787 | 5367 98 | .92 | 11497 00 | 2650 00 |
| Cumberland | 27368 | 134 | 5343 | 5050 09 | .94 | 157 | 5978 | 5850 46 | .97 | 17568 00 | 3400 00 |
| Digby | 19881 | 74 | 3672 | 2767 32 | .75 | 81 | 4055 | 3054 12 | .75 | 8174 00 | 2176 00 |
| Guysborough | 17808 | 74 | 2959 | 2593 11 | .87 | 78 | 3133 | 2729 99 | .87 | 7531 00 | 465 00 |
| Halifax | 31817 | 115 | 4852 | 4518 30 | .93 | 122 | 5237 | 4735 09 | .90 | 17642 00 | 1496 00 |
| " City | 36100 | 98 | 4898 | 4723 02 | .96 | 99 | 5388 | 4589 63 | .85 | 66820 00 | ..... |
| Hants | 23359 | 104 | 4463 | 4397 08 | .98 | 112 | 4922 | 4576 31 | .93 | 16751 00 | 2262 00 |
| Inverness | 25651 | 135 | 5062 | 5291 64 | 1.08 | 146 | 5548 | 5394 51 | .97 | 10406 00 | 5860 00 |
| Kings | 23469 | 105 | 4613 | 4289 96 | .93 | 109 | 4416 | 4102 80 | .92 | 13559 00 | 2049 00 |
| Lunenburg | 28588 | 132 | 5766 | 4717 72 | .81 | 127 | 5101 | 4505 53 | .88 | 13540 00 | 4760 00 |
| Pictou | 35535 | 153 | 6691 | 6554 27 | .97 | 160 | 7079 | 6611 74 | .93 | 20500 00 | 1500 00 |
| Queens | 10577 | 48 | 1914 | 1899 09 | .99 | 55 | 2045 | 2033 74 | .99 | 3291 00 | 95 00 |
| Richmond | 15121 | 64 | 2239 | 2499 56 | 1.11 | 71 | 2472 | 2635 55 | 1.06 | 4340 00 | 702 00 |
| Shelburne | 14913 | 64 | 2761 | 2460 61 | .88 | 72 | 2921 | 2631 02 | .90 | 6976 09 | 502 00 |
| Victoria | 12470 | 67 | 2231 | 2140 65 | .95 | 74 | 2286 | 2194 34 | 9.5 | 5208 00 | 1374 00 |
| Yarmouth | 21284 | 97 | 4621 | 3876 71 | .83 | 89 | 4141 | 3514 04 | .84 | 18723 00 | 548 00 |
| Total, 1884 | 440572 | 1889 | 80041 | 75610 33 | .94 | 2014 | 84266 | 78083 67 | .92 | 276126 82 | 38045 55 |
| " 1883 | 440572 | 1844 | 79091 | 74108 02 | .92 | 1943 | 81863 | 75653 48 | .92 | 273584 50 | 42892 55 |
| Increase | ..... | 45 | 950 | 1502 31 | .02 | 71 | 2403 | 2430 19 | ..... | 2542 32 | ..... |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4847 00 |

## TABLE IX.—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, JULY, 1884.

| STATIONS. | Male Candidates. | Female Candidates. | Total Candidates. | A. | | | | | Male B. | | | | | Female B. | | | | | Male C. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Candidates for Grade A. | Received Grade A. | Received Grade B. | Received Grade C. | Failed. | Candidates for Grade B. | Received Grade B. | Received Grade C. | Received Grade D. | Failed. | Candidates for Grade B. | Received Grade B. | Received Grade C. | Received Grade D. | Failed, | Candidates for Grade C. | Received Grade C. | Received Grade D. | Failed. |
| Amherst | 14 | 39 | 53 | 1 | 1 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | ..... | 1 | 1 | ..... | ..... | ..... | 8 | 4 | 3 | 1 |
| Antigonish | 27 | 46 | 73 | 2 | 1 | 1 | ..... | ..... | 5 | 2 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 3 | 5 | 5 |
| Arichat | 9 | 14 | 23 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 3 | 1 | ..... |
| Baddeck | 11 | 18 | 29 | ..... | ..... | ..... | ..... | ..... | 3 | 1 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... | 1 | 2 |
| Barrington | 6 | 17 | 23 | ..... | ..... | ..... | ..... | ..... | 2 | 1 | 1 | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 2 | 2 | ..... | ..... |
| Bridgetown | 15 | 49 | 64 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | 7 | 8 | ..... |
| Clare | 2 | 19 | 21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | 1 | ..... |
| Digby | 6 | 15 | 21 | ..... | ..... | ..... | ..... | ..... | 3 | 1 | 2 | ..... | ..... | 1 | ..... | 1 | ..... | ..... | 2 | 2 | ..... | ..... |
| Guysborough | 3 | 18 | 21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | 1 | ..... | ..... | 2 | 1 | 1 | ..... |
| Halifax | 8 | 96 | 104 | 1 | 1 | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 19 | 7 | 8 | 4 | ..... | 5 | 3 | 1 | 1 |
| Kentville | 11 | 43 | 54 | ..... | ..... | ..... | ..... | ..... | 3 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8 | 1 | 5 | 2 |
| Liverpool | 3 | 42 | 45 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 3 | 1 | ..... | 2 |
| Lunenburg | 2 | 45 | 47 | ..... | ..... | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | 1 | ..... |
| Margaree Forks | 34 | 10 | 44 | ..... | ..... | ..... | ..... | ..... | 2 | ..... | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 7 | 1 | 4 | 2 |
| New Glasgow | 14 | 41 | 55 | 1 | ..... | 1 | ..... | ..... | 2 | 1 | 1 | ..... | ..... | 3 | 1 | 1 | 1 | ..... | 6 | 1 | 1 | 4 |
| Normal School | 20 | 90 | 110 | ..... | ..... | ..... | ..... | ..... | 13 | 9 | 3 | 1 | ..... | 17 | 11 | 5 | 1 | ..... | 5 | 4 | 1 | ..... |
| Pictou | 18 | 46 | 64 | 2 | 1 | 1 | ..... | ..... | 10 | 4 | 6 | ..... | ..... | 2 | 2 | ..... | ..... | ..... | 6 | 3 | 2 | 1 |
| Port Hood | 48 | 30 | 78 | 1 | ..... | ..... | 1 | ..... | 10 | 3 | 2 | 5 | ..... | ..... | ..... | ..... | ..... | ..... | 22 | 1 | 4 | 17 |
| Shelburne | 5 | 15 | 20 | ..... | ..... | ..... | ..... | ..... | 3 | 1 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 |
| Sherbrooke | 4 | 18 | 22 | ..... | ..... | ..... | ..... | ..... | 1 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 1 | ..... | 1 |
| Sydney | 44 | 36 | 80 | ..... | ..... | ..... | ..... | ..... | 11 | 7 | 3 | 1 | ..... | 1 | 1 | ..... | ..... | ..... | 17 | 3 | 7 | 7 |
| Tatamagouche | 6 | 24 | 30 | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 3 | 1 | 1 |
| Truro | 5 | 55 | 60 | ..... | ..... | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 3 | ..... | 2 | 1 |
| Windsor | 4 | 44 | 48 | ..... | ..... | ..... | ..... | ..... | 1 | ..... | 1 | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 3 | 2 | 1 | ..... |
| Yarmouth | 1 | 34 | 35 | ..... | ..... | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 4 | 1 | 2 | 1 | ..... | ..... | ..... | ..... | ..... |
| Total, 1884 | 320 | 904 | 1224 | 8 | 4 | 3 | 1 | ..... | 75 | 37 | 28 | 10 | ..... | 53 | 28 | 18 | 7 | ..... | 144 | 46 | 50 | 48 |
| " 1883 | 301 | 726 | 1027 | 9 | 6 | 2 | 1 | ..... | 57 | 26 | 20 | 6 | 5 | 57 | 34 | 16 | 5 | 2 | 154 | 56 | 45 | 53 |
| Increase | 19 | 178 | 197 | ..... | ..... | 1 | ..... | ..... | 18 | 11 | 8 | 4 | ..... | ..... | ..... | 2 | 2 | ..... | ..... | ..... | 5 | ..... |
| Decrease | ..... | ..... | ..... | 1 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 4 | 6 | ..... | ..... | 2 | 10 | 10 | ..... | 5 |

TABLE IA.—(CONTINUED)—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, JULY, 1884.

| STATIONS. | Female C. | | | | Male D. | | | Female D. | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Candidates for Grade C. | Received Grade C. | Received Grade D. | Failed. | Candidates for Grade D. | Received Grade D. | Failed. | Candidates for Grade D. | Received Grade D. | Failed. | Total rec'd Grade A. | Total rec'd Grade B. | Total rec'd Grade C. | Total rec'd Grade D. | Total received Licenses. | No received higher Grade than held before. | No. received same Grade as held before. | No. received lower Grade than held before. | New applicants received License. | No. rec'd Grade applied for. | No. rec. low'r Grade than applied for. | No. Failed. |
| Amherst | 23 | 10 | 7 | 6 | 4 | 1 | 3 | 15 | 4 | 11 | 1 | 1 | 14 | 16 | 32 | 5 | 3 | ..... | 24 | 21 | 11 | 21 |
| Antigonish | 18 | 9 | 6 | 3 | 7 | 4 | 3 | 28 | 14 | 14 | 1 | 3 | 15 | 29 | 48 | 8 | 7 | 1 | 32 | 33 | 15 | 25 |
| Arichat | 2 | 2 | ..... | ..... | 5 | 4 | 1 | 12 | 4 | 8 | ..... | ..... | 5 | 9 | 14 | 4 | 1 | ..... | 9 | 13 | 1 | 9 |
| Baddeck | 5 | 2 | 1 | 2 | 5 | 2 | 3 | 13 | ..... | 13 | ..... | 1 | 4 | 4 | 9 | 2 | 3 | ..... | 4 | 5 | 4 | 20 |
| Barrington | 5 | 3 | 2 | ..... | 2 | 1 | 1 | 11 | 9 | 2 | ..... | 2 | 6 | 12 | 20 | 6 | 2 | ..... | 12 | 17 | 3 | 3 |
| Bridgetown | 36 | 15 | 9 | 12 | ..... | ..... | ..... | 13 | 5 | 8 | ..... | ..... | 22 | 22 | 44 | 5 | 3 | 1 | 35 | 27 | 17 | 20 |
| Clare | 4 | 3 | 1 | ..... | 1 | 1 | ..... | 15 | 11 | 4 | ..... | ..... | 3 | 14 | 17 | 1 | 2 | ..... | 14 | 15 | 2 | 4 |
| Digby | 9 | 6 | 3 | ..... | 1 | ..... | 1 | 5 | 3 | 2 | ..... | 1 | 11 | 6 | 18 | 8 | 3 | ..... | 7 | 12 | 6 | 3 |
| Guysborough | 2 | 1 | ..... | 1 | 1 | 1 | ..... | 15 | 7 | 8 | ..... | ..... | 3 | 9 | 12 | 1 | 1 | ..... | 10 | 10 | 2 | 9 |
| Halifax | 47 | 18 | 16 | 13 | 1 | 1 | ..... | 30 | 16 | 14 | 1 | 8 | 29 | 38 | 76 | 16 | 13 | 2 | 45 | 48 | 28 | 28 |
| Kentville | 24 | 9 | 11 | 4 | ..... | ..... | ..... | 19 | 10 | 9 | ..... | 3 | 10 | 26 | 39 | 8 | 4 | ..... | 27 | 23 | 16 | 15 |
| Liverpool | 20 | 8 | 7 | 5 | ..... | ..... | ..... | 21 | 10 | 11 | ..... | 1 | 9 | 17 | 27 | 5 | 4 | ..... | 18 | 20 | 7 | 18 |
| Lunenburg | 17 | 9 | 3 | 5 | ..... | ..... | ..... | 28 | 12 | 16 | ..... | 1 | 9 | 16 | 26 | 5 | 2 | ..... | 19 | 22 | 4 | 21 |
| Margaree Forks | 3 | ..... | ..... | 3 | 25 | 10 | 15 | 7 | ..... | 7 | ..... | ..... | 2 | 15 | 17 | 1 | 4 | 1 | 11 | 11 | 6 | 27 |
| New Glasgow | 17 | 3 | 8 | 6 | 5 | 1 | 4 | 21 | 10 | 11 | ..... | 3 | 6 | 21 | 30 | 5 | 8 | 1 | 16 | 17 | 13 | 25 |
| Normal School | 54 | 27 | 16 | 11 | 2 | 2 | ..... | 19 | 17 | 2 | ..... | 20 | 39 | 38 | 97 | 34 | 6 | ..... | 57 | 70 | 27 | 13 |
| Pictou | 24 | 13 | 5 | 6 | ..... | ..... | ..... | 20 | 11 | 9 | 1 | 7 | 22 | 18 | 48 | 10 | 8 | ..... | 30 | 34 | 14 | 16 |
| Port Hood | 8 | ..... | 3 | 5 | 15 | 4 | 11 | 22 | 7 | 15 | ..... | 3 | 4 | 23 | 30 | 3 | 5 | 5 | 17 | 14 | 15 | 48 |
| Shelburne | 7 | 3 | 4 | ..... | 1 | 1 | ..... | 8 | 6 | 2 | ..... | 1 | 5 | 11 | 17 | 1 | 1 | ..... | 15 | 11 | 6 | 3 |
| Sherbrooke | 8 | 6 | 1 | 1 | 1 | ..... | 1 | 10 | 5 | 5 | ..... | ..... | 8 | 6 | 15 | 3 | 1 | ..... | 10 | 12 | 2 | 8 |
| Sydney | 22 | 2 | 9 | 11 | 16 | 1 | 15 | 13 | 5 | 8 | ..... | 8 | 8 | 23 | 39 | 9 | 5 | 1 | 24 | 19 | 20 | 41 |
| Tatamagouche | 6 | 4 | 2 | ..... | ..... | ..... | ..... | 18 | 8 | 10 | ..... | ..... | 7 | 12 | 19 | 4 | 3 | ..... | 12 | 15 | 4 | 11 |
| Truro | 35 | 11 | 12 | 12 | 1 | ..... | 1 | 19 | 13 | 6 | ..... | 2 | 11 | 27 | 40 | 3 | 6 | ..... | 31 | 26 | 14 | 20 |
| Windsor | 28 | 12 | 11 | 5 | ..... | ..... | ..... | 15 | 10 | 5 | ..... | 1 | 15 | 22 | 38 | 8 | 7 | ..... | 23 | 26 | 12 | 10 |
| Yarmouth | 16 | 7 | 6 | 3 | ..... | ..... | ..... | 14 | 8 | 6 | ..... | 2 | 9 | 15 | 26 | 4 | 6 | ..... | 16 | 17 | 9 | 9 |
| Total 1884 | 440 | 183 | 143 | 114 | 93 | 34 | 59 | 411 | 205 | 206 | 4 | 68 | 276 | 449 | 797 | 159 | 108 | 12 | 518 | 539 | 258 | 427 |
| " 1883 | 356 | 126 | 107 | 113 | 80 | 23 | 57 | 313 | 141 | 172 | 6 | 62 | 229 | 327 | 624 | 154 | 69 | 7 | 394 | 422 | 202 | 403 |
| Increase | 84 | 47 | 36 | 1 | 13 | 11 | 2 | 98 | 64 | 34 | ..... | 6 | 47 | 122 | 173 | 5 | 39 | 5 | 124 | 117 | 56 | 24 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

# TABLE X.

## SPECIAL GOVERNMENT AID TO POOR SECTIONS.

| COUNTY. | Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections. | | TOTAL. |
|---|---|---|---|
| | Winter Term. | Summer Term. | |
| Annapolis | $ 111 35 | $ 176 14 | $ 287 49 |
| Antigonish | 76 85 | 103 56 | 180 41 |
| Cape Breton | 143 04 | 156 96 | 300 00 |
| Colchester | 113 72 | 119 45 | 233 17 |
| Cumberland | 108 54 | 173 52 | 282 06 |
| Digby | 71 65 | 142 44 | 214 09 |
| Guysborough | 74 39 | 91 15 | 165 54 |
| Halifax | 90 18 | 119 05 | 209 23 |
| Hants | 113 47 | 171 73 | 285 30 |
| Inverness | 68 64 | 71 78 | 140 42 |
| Kings | 127 15 | 163 73 | 290 88 |
| Lunenburg | 110 58 | 86 65 | 196 23 |
| Pictou | 138 72 | 152 85 | 291 57 |
| Queens | 82 19 | 99 72 | 281 91 |
| Richmond | 71 09 | 152 88 | 223 67 |
| Shelburne | 13 56 | 27 23 | 40 79 |
| Victoria | ..... | ..... | ..... |
| Yarmouth | 61 89 | 66 64 | 128 53 |
| Total, 1884 | $1577 01 | $2075 18 | $3652 19 |
| " 1883 | 1665 86 | 1951 79 | 3617 65 |
| Increase | ..... | $ 123 39 | $ 34 54 |
| Decrease | $ 88 85 | ..... | ..... |

# TABLE XI.

## POOR SECTIONS—SPECIAL COUNTY AID.

| MUNICIPALITIES. | Number of these Sections having Schools. | | Amount of County Assessment paid to these Schools over and above the ordinary allowance. | | |
|---|---|---|---|---|---|
| | Winter Term. | Summer Term. | Winter Term. | Summer Term. | TOTAL. |
| Annapolis, County of.. | 12 | 25 | $ 80 49 | $170 91 | $251 40 |
| Antigonish " .. | 8 | 14 | 68 91 | 106 65 | 175 56 |
| Cape Breton, " .. | 15 | 19 | 104 07 | 130 70 | 234 77 |
| Colchester, " .. | 12 | 18 | 87 69 | 114 60 | 202 29 |
| Cumberland, " .. | 16 | 29 | 116 55 | 159 43 | 275 98 |
| Digby, District of..... | 6 | 12 | 50 17 | 85 17 | 135 34 |
| Clare, " ..... | 2 | 5 | 26 02 | 52 29 | 78 31 |
| Guysboro', " ..... | 2 | 4 | 21 79 | 40 52 | 62 31 |
| St. Mary's, " ..... | 7 | 6 | 38 06 | 32 08 | 70 14 |
| Halifax, County of..... | 13 | 16 | 101 51 | 129 15 | 230 66 |
| Hants, District of East.. | 7 | 10 | 42 61 | 68 20 | 110 81 |
| " " West.. | 6 | 10 | 42 12 | 78 01 | 120 13 |
| Inverness, County of.... | 7 | 10 | 51 36 | 67 19 | 118 55 |
| Kings, " .... | 14 | 24 | 106 76 | 186 27 | 293 03 |
| Lunenburg & New Dublin | 9 | 8 | 67 13 | 61 09 | 128 22 |
| Chester, District of.... | 6 | 3 | 41 73 | 22 13 | 63 86 |
| Pictou, County of ..... | 14 | 21 | 109 89 | 146 67 | 256 56 |
| Queens, " ..... | 9 | 14 | 61 45 | 86 62 | 148 07 |
| Richmond, " ..... | 8 | 16 | 67 02 | 122 41 | 189 43 |
| Shelburne, District of.. | 1 | 2 | 6 28 | 10 51 | 16 79 |
| Barrington, " .. | 3 | 1 | 22 70 | 10 52 | 33 22 |
| Victoria, County of.... | ..... | ..... | ..... | ..... | ..... |
| Yarmouth, District of... | 6 | 4 | 39 45 | 28 64 | 68 09 |
| Argyle, " ... | 5 | 5 | 39 67 | 33 48 | 73 15 |
| Total, 1884.... | 188 | 276 | 1393 43 | 1943 24 | 3336 67 |
| " 1883.... | 190 | 227 | 1429 52 | 1651 64 | 3081 16 |
| Increase ..... | ..... | 49 | ..... | 291 60 | 255 51 |
| Decrease ..... | 2 | ..... | 36 09 | ..... | ..... |

# TABLE XII.

## APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR WINTER TERM ENDED APRIL 30, 1884.

| MUNICIPALITIES. | Grand Total days' attendance made by all the pupils. | On account of Teachers employed. | On account of Average attendance of Pupils. | On acc't of Pupils attending Halifax School for Blind. | Total amount apportioned. | Amount per Pupil in attendance the Full Term. |
|---|---|---|---|---|---|---|
| Annapolis..... | 259085 | $1181 65 | $1877 92 | $30 00 | $3089 57 | 0 87 |
| Antigonish..... | 181259 | 961 98 | 1717 02 | 30 00 | 2709 00 | 1 09 |
| Cape Breton..... | 376246 | 1588 34 | 3102 06 | ..... | 4690 40 | 95 |
| Colchester ..... | 334889 | 1336 04 | 2122 36 | 30 00 | 3488 40 | 90 |
| Cumberland..... | 309267 | 1639 40 | 2437 19 | 30 00 | 4106 59 | 90 |
| Digby..... | 146643 | 566 03 | 1248 94 | ..... | 1814 97 | 1 07 |
| Clare..... | 90523 | 320 36 | 846 41 | ..... | 1166 77 | 1 18 |
| Guysborough.... | 112168 | 549 71 | 1350 70 | 21 59 | 1922 00 | 1 39 |
| St. Mary's..... | 61642 | 322 73 | 414 92 | 8 41 | 746 06 | 1 40 |
| Halifax Co..... | 312360 | 1400 86 | 3315 90 | 60 00 | 4776 76 | 1 23 |
| Hants, East ..... | 127956 | 640 71 | 884 71 | 26 58 | 1552 00 | 80 |
| " West..... | 149882 | 636 18 | 1316 90 | 33 42 | 1986 50 | 1 02 |
| Inverness..... | 270338 | 1609 90 | 2237 10 | ..... | 3847 00 | 98 |
| Kings..... | 293215 | 1262 07 | 2227 93 | 30 00 | 3520 00 | 87 |
| Lunenburg and New Dublin. | 295701 | 1361 75 | 2109 19 | 49 26 | 3520 20 | 82 |
| Chester..... | 53778 | 266 41 | 489 23 | 10 74 | 766 38 | 1 01 |
| Pictou..... | 462898 | 1947 26 | 3292 74 | 90 00 | 5330 00 | 82 |
| Queens..... | 130042 | 596 20 | 990 32 | ..... | 1586 52 | 87 |
| Richmond..... | 125112 | 777 95 | 1461 78 | ..... | 2339 73 | 1 34 |
| Shelburne..... | 88440 | 421 73 | 722 22 | 15 55 | 1159 50 | 96 |
| Barrington..... | 77316 | 327 38 | 735 62 | 14 45 | 1077 45 | 1 12 |
| Victoria ..... | 123267 | 778 99 | 1091 01 | ..... | 1870 00 | 1 05 |
| Yarmouth..... | 187971 | 661 30 | 1049 42 | 16 23 | 1726 95 | 65 |
| Argyle ..... | 132959 | 490 37 | 961 51 | 13 77 | 1465 65 | 84 |
| Total, 1884.... | 4702957 | 21635 30 | 38003 10 | 510 00 | 60148 40 | 1 00 |
| " 1883.... | 4489795 | 21079 66 | 38673 63 | 420 00 | 60173 29 | 1 01 |
| Increase..... | 213162 | 555 64 | ..... | 90 00 | ..... | .... |
| Decrease.... | ..... | ..... | 670 53 | ..... | 24 89 | 01 |

# TABLE XIII.

## APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR SUMMER TERM ENDED OCTOBER 31, 1884.

| MUNICIPALITIES. | Grand Total days' attendance made by all the Pupils. | On account of Teachers employed. | On account of average attendance of Pupils. | On acc't of Pupils attending Halifax School for Blind. | On acct. of pupils attending Deaf & Dumb Inst., H'x. | Total amount apportioned. | Amount per Pupil in attendance the Full Term. |
|---|---|---|---|---|---|---|---|
| Annapolis | 245776 | $1335 81 | $1633 53 | $ 60 00 | $ 60 00 | $3089 34 | $0 71 |
| Antigonish | 164091 | 1092 64 | 1586 36 | 30 00 | ..... ... | 2709 00 | 1 03 |
| Cape Breton | 355858 | 1685 47 | 3006 03 | ..... ... | ..... ... | 4691 50 | 93 |
| Colchester | 355156 | 1494 79 | 1814 51 | 30 00 | 150 00 | 3489 30 | 66 |
| Cumberland | 318450 | 1889 01 | 2063 41 | 30 00 | 120 00 | 4102 42 | 69 |
| Digby | 151279 | 667 07 | 1093 41 | ..... ... | 54 78 | 1815 26 | 85 |
| Clare | 100802 | 361 68 | 769 88 | ..... ... | 35 22 | 1166 78 | 91 |
| Guysboro' | 108683 | 595 14 | 1262 09 | 43 18 | 21 59 | 1922 00 | 1 25 |
| St. Mary's | 59841 | 374 71 | 351 60 | 16 82 | 8 41 | 751 54 | 61 |
| Halifax County | 321668 | 638 31 | 847 24 | 26 58 | 39 87 | 1552 00 | 70 |
| Hants East | 128183 | 727 70 | 1140 25 | 33 42 | 50 13 | 1951 50 | 77 |
| " West | 161773 | 1475 06 | 3170 44 | 60 00 | 60 00 | 4765 50 | 1 07 |
| Inverness | 262479 | 1730 65 | 2155 13 | ..... ... | ..... ... | 3885 78 | 92 |
| Kings | 256515 | 1333 10 | 2126 90 | 30 00 | 30 00 | 3520 00 | 86 |
| Lunenburg & New Dublin | 251952 | 1251 71 | 2194 20 | 49 26 | 24 63 | 3519 80 | 96 |
| Chester | 47479 | 271 60 | 479 69 | 10 74 | 5 37 | 767 40 | 1 12 |
| Pictou | 433512 | 1969 64 | 3210 36 | 60 00 | 90 00 | 5330 00 | 81 |
| Queens | 127269 | 692 89 | 863 66 | ..... ... | 30 00 | 1586 55 | 71 |
| Richmond | 134405 | 902 27 | 1289 11 | ..... ... | 90 00 | 2281 38 | 1 01 |
| Shelburne | 101182 | 474 36 | 607 39 | 15 55 | 62 20 | 1159 50 | 66 |
| Barrington | 83205 | 372 67 | 632 53 | 14 45 | 57 80 | 1077 45 | 81 |
| Victoria | 109745 | 800 63 | 1069 37 | ..... ... | ..... ... | 1870 00 | 1 07 |
| Yarmouth | 144038 | 608 39 | 1102 33 | 16 23 | ..... ... | 1726 95 | 83 |
| Argyle | 119741 | 454 11 | 997 77 | 13 77 | ..... ... | 1465 65 | 90 |
| Total, 1884 | 4543082 | 23199 41 | 35467 19 | 540 00 | 990 00 | 60196 60 | 87 |
| " 1883 | 4294848 | 22266 24 | 37420 59 | 480 00 | ..... ... | 60166 83 | 95 |
| Increase | 248234 | 933 17 | ..... | 60 00 | 990 00 | 29 77 | ... ... |
| Decrease | ..... | ..... | 1953 40 | ..... ... | ..... ... | ..... ..... | 08 |

## TABLE XIV.—EXPENDITURE OF GOVERNMENT FUNDS—Public Schools, Special Academies, &c.

| County | Common Schools: Paid to Teachers—Winter Term. | Common Schools: Paid to Teachers—Summer Term. | Common Schools: Total. | County Academies for the year. | Total assignable to Counties. |
|---|---|---|---|---|---|
| Annapolis | $4128 76 | $ 4390 67 | $ 8519 43 | $ 600 00 | $ 9119 43 |
| Antigonish | 3388 57 | 3629 05 | 7017 62 | 600 00 | 7617 62 |
| Cape Breton | 5245 28 | 5387 10 | 10782 38 | 600 90 | 11382 38 |
| Colchester | 5068 59 | 5537 98 | 10436 57 | ..... | 10436 57 |
| Cumberland | 5050 09 | 5850 46 | 10900 55 | 600 00 | 11500 55 |
| Digby | 2767 32 | 3054 12 | 5821 44 | 600 00 | 6421 44 |
| Guysboro' | 2593 11 | 2729 99 | 5323 10 | 600 00 | 5923 10 |
| Halifax | 4518 30 | 4735 09 | 9253 39 | ..... | 9253 39 |
| " City | 4723 02 | 4589 63 | 9312 65 | ..... | 9312 65 |
| Hants | 4397 08 | 4576 31 | 8973 39 | 600 00 | 9573 39 |
| Inverness | 5291 64 | 5394 51 | 10886 15 | 600 00 | 11286 15 |
| Kings | 4289 96 | 4102 80 | 8392 76 | 600 00 | 8992 76 |
| Lunenburg | 4717 72 | 4505 53 | 9223 25 | 600 00 | 9823 25 |
| Pictou | 6554 27 | 6611 74 | 13165 01 | ..... | 13166 01 |
| Queens | 1899 09 | 2033 74 | 3932 83 | 600 00 | 4531 82 |
| Richmond | 2499 56 | 2635 55 | 5135 11 | 600 90 | 5735 11 |
| Shelburne | 2460 61 | 2631 02 | 5091 63 | 600 00 | 5691 63 |
| Victoria | 2140 65 | 2194 34 | 4334 99 | 600 00 | 4934 99 |
| Yarmouth | 3876 71 | 3514 04 | 7390 75 | 600 00 | 7990 75 |
| Total, 1884 | $75610 33 | $ 78083 67 | $ 153694 00 | $ 9000 00 | $162694 00 |
| " 1883 | 74108 02 | 75653 48 | 149761 50 | 9000 00 | 158761 50 |
| Increase | $1502 31 | $ 2430 19 | $ 3932 50 | ..... | $ 3932 50 |
| Decrease | ..... | ..... | ..... | ..... | ..... |

| Other Services, and Total Expenditure for Education. | |
|---|---|
| Inspectors' salaries | $ 11500 00 |
| " Stationery, postage, &c | 500 00 |
| Examination | 584 59 |
| Travelling expenses, Normal School pupils | 795 10 |
| Salaries | 3000 00 |
| Travelling expenses, Superintendent | 400 00 |
| Office expenses (registers, register covers, postage, expressage, telegrams, stationery, &c) | 911 69 |
| Interest | 463 35 |
| Total | $ 18154 73 |
| Last column | 162694 00 |
| Total for Public Schools, 1884 | $ 180848 73 |
| " " " 1883 | 176072 12 |
| Increase | $ 4776 61 |
| Total for Public Schools | $ 180848 73 |
| " Special Academies | 4000 00 |
| Normal and Model Schools | 6274 85 |
| Total expenditure for 1884 | $ 191123 58 |
| " " 1883 | 186087 12 |
| Increase | $ 5036 46 |

## TABLE XV.—AVERAGE SALARY OF MALE TEACHERS FOR THE SCHOOL YEAR 1883-84.

FROM RATES PAID DURING TERM ENDED APRIL 30TH, 1884.

| COUNTY. | ANNUAL AVERAGE SALARY OF MALE TEACHERS. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1st Class—Grades A and B. | | | 2nd Class—Grade C. | | | 3rd Class—Grade D. | | |
| | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. |
| Annapolis | $120 00 | $309 65 | $429 65 | $90 00 | $196 60 | $286 60 | $60 00 | $173 33 | $233 33 |
| Antigonish | 120 00 | 190 00 | 310 00 | 90 00 | 130 00 | 220 00 | 60 00 | 100 00 | 160 00 |
| Cape Breton | 120 00 | 297 48 | 417 48 | 90 00 | 155 33 | 245 33 | 60 00 | 84 56 | 144 56 |
| Colchester | 120 00 | 331 50 | 451 50 | 90 00 | 202 00 | 292 00 | 60 00 | 100 00 | 160 00 |
| Cumberland | 120 00 | 266 00 | 386 00 | 90 00 | 160 00 | 250 00 | 60 00 | 146 00 | 206 00 |
| Digby | 120 00 | 309 50 | 429 50 | 90 00 | 224 44 | 314 44 | 60 00 | 198 30 | 258 30 |
| Guysborough | 120 00 | 279 00 | 399 00 | 90 00 | 155 00 | 245 00 | 60 00 | 126 50 | 186 50 |
| Halifax County | 120 00 | 341 00 | 461 00 | 90 00 | 198 00 | 288 00 | 60 00 | 146 00 | 206 00 |
| " City | 120 00 | 603 00 | 723 00 | 90 00 | 460 00 | 550 00 | 60 00 | 365 00 | 425 00 |
| Hants | 120 00 | 320 32 | 440 32 | 90 00 | 226 00 | 316 00 | 60 00 | 180 00 | 240 00 |
| Inverness | 120 00 | 185 00 | 305 00 | 90 00 | 125 00 | 215 00 | 60 00 | 90 00 | 150 00 |
| Kings | 120 00 | 346 62 | 466 62 | 90 00 | 243 00 | 333 00 | 60 00 | 182 50 | 242 50 |
| Lunenburg | 120 00 | 256 25 | 376 25 | 90 00 | 170 36 | 260 36 | 60 00 | 125 80 | 185 80 |
| Pictou | 120 00 | 336 10 | 456 10 | 90 00 | 183 66 | 273 66 | 60 00 | 143 33 | 203 33 |
| Queens | 120 00 | 249 50 | 369 50 | 90 00 | 180 00 | 270 00 | ..... | ..... | ..... |
| Richmond | 120 00 | 175 40 | 295 40 | 90 00 | 131 40 | 221 40 | 60 00 | 83 16 | 143 16 |
| Shelburne | 120 00 | 293 43 | 413 43 | 90 00 | 230 71 | 320 71 | 60 00 | 168 00 | 228 00 |
| Victoria | 120 00 | 290 00 | 410 00 | 90 00 | 120 00 | 210 00 | 60 00 | 104 00 | 164 00 |
| Yarmouth | 120 00 | 379 28 | 499 28 | 90 00 | 252 40 | 342 40 | 60 00 | 222 00 | 282 00 |
| Average Salary, 1884 | 120 00 | 303 10 | 423 10 | 90 00 | 197 04 | 287 04 | 60 00 | 152 13 | 212 13 |
| " " 1883 | 120 00 | 288 70 | 408 70 | 90 00 | 189 06 | 279 06 | 60 00 | 146 67 | 206 67 |
| Increase | ..... | 14 40 | 14 40 | ..... | 7 98 | 7 98 | ..... | 5 46 | 5 46 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE XV.—(Continued)—AVERAGE SALARY OF FEMALE TEACHERS FOR THE SCHOOL YEAR 1883-4.

From Rates Paid during Term ended April 30th, 1884.

| COUNTY. | Annual Average Salary of Female Teachers. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1st Class—Grade B. | | | 2nd Class—Grade C. | | | 3rd Class—Grade D. | | |
| | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. |
| Annapolis | $120 00 | $178 33 | $298 33 | $ 90 00 | $132 64 | $222 64 | $ 60 00 | $ 85 85 | $145 85 |
| Antigonish | 120 00 | 110 00 | 230 00 | 90 00 | 122 00 | 212 00 | 60 00 | 98 00 | 158 00 |
| Cape Breton | 120 00 | 205 00 | 325 00 | 90 00 | 146 36 | 236 36 | 60 00 | 106 85 | 166 85 |
| Colchester | 120 00 | 144 75 | 264 75 | 90 00 | 148 30 | 238 30 | 60 00 | 98 00 | 158 00 |
| Cumberland | 120 00 | 200 00 | 320 00 | 90 00 | 126 00 | 216 00 | 60 00 | 102 00 | 162 00 |
| Digby | 120 00 | 200 00 | 320 00 | 90 00 | 144 44 | 234 44 | 60 00 | 105 15 | 165 15 |
| Guysborough | 120 00 | 200 00 | 320 00 | 90 00 | 146 00 | 236 00 | 60 00 | 112 00 | 172 00 |
| Halifax County | 120 00 | 202 00 | 322 00 | 90 00 | 174 00 | 264 00 | 60 00 | 103 00 | 163 00 |
| " City | 120 00 | 311 00 | 431 00 | 90 00 | 264 00 | 354 00 | 60 00 | 240 00 | 300 00 |
| Hants | 120 00 | 215 00 | 335 00 | 90 00 | 148 14 | 238 14 | 60 00 | 104 66 | 164 66 |
| Inverness | ..... | ..... | ..... | 90 00 | 113 00 | 203 00 | 60 00 | 91 00 | 151 00 |
| Kings | 120 00 | 180 00 | 300 00 | 90 00 | 154 60 | 244 60 | 60 00 | 100 00 | 160 00 |
| Lunenburg | 120 00 | 195 00 | 315 00 | 90 00 | 130 37 | 220 37 | 60 00 | 111 12 | 171 12 |
| Pictou | 120 00 | 150 71 | 270 71 | 90 00 | 134 36 | 224 36 | 60 00 | 98 75 | 158 75 |
| Queens | ..... | ..... | ..... | 90 00 | 135 89 | 225 89 | 60 00 | 100 20 | 160 20 |
| Richmond | ..... | ..... | ..... | 90 00 | 85 33 | 175 33 | 60 00 | 77 75 | 137 75 |
| Shelburne | 120 00 | 165 00 | 285 00 | 90 90 | 145 50 | 235 50 | 60 00 | 120 30 | 180 30 |
| Victoria | ..... | ..... | ..... | 90 00 | 120 00 | 210 00 | 60 00 | 94 00 | 154 00 |
| Yarmouth | 120 00 | 212 50 | 332 50 | 90 00 | 193 75 | 283 75 | 60 00 | 123 94 | 183 94 |
| Average Salary, 1884 | 120 00 | 191 28 | 311 28 | 90 00 | 145 51 | 235 51 | 60 00 | 109 08 | 169 08 |
| " " 1883 | 120 00 | 178 24 | 298 24 | 90 00 | 140 53 | 230 53 | 60 00 | 104 81 | 164 81 |
| Increase | ..... | 13 04 | 13 04 | ..... | 4 98 | 4 98 | ..... | 4 27 | 4 27 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

# TABLE XVI.—PUBLIC SCHOOLS: COUNTY ACADEMIES—(Embodied in the foregoing Tables).

| Academy. | Head Master. | Salary of Head Master. | No. of Teachers in all Departments of the Academies. | No. of Departments. | In all Departments. | | | In the High School only. | | | | | | | | Number Studying the Languages (in all the Departments). | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | English. | | | | | Latin. | | | Greek. | | | French | | |
| | | | | | Whole No. of *different* pupils enrolled during the year. | Average No. of pupils daily present—Winter Term. | Average No. of pupils daily present—Summer Term. | Whole No. of *different* pupils enrolled during the year. | Average No. of pupils daily present—Winter Term. | Average No. of pupils daily present—Summer Term. | No. of High School pupils belonging to the Section. | No. belonging to the County, outside the Section. | No. not belonging to County. | No. of Males. | No. of Females. | Reading and Elocution. | Spelling. | Grammar and Analysis. | Composition. | Rhetoric. | Rudiments. | Translating authors. | Total studying Latin. | Rudiments. | Translating authors. | Total studying Greek. | Colloquial. | Translating authors. | Total studying French. |
| Annapolis | Alex. McRae | $750 | 5 | 5 | 258 | 122.3 | 125.7 | 43 | 22 | 17 | 35 | 6 | 2 | 18 | 25 | 258 | 258 | 177 | 93 | .... | 12 | 4 | 12 | 3 | 1 | 3 | 15 | 4 | 15 |
| Antigonish | A. G. McDonald, A.M. | .... | 12 | 12 | 487 | 295 | 257 | 50 | 37 | 22 | 6 | 19 | 25 | 50 | .... | 390 | 378 | 260 | 136 | 25 | 23 | 29 | 52 | 9 | 7 | 16 | .. | 20 | 58 |
| Cape Breton | B. McKittrick, B.A. | 900 | 6 | 6 | 432 | 260 | 276 | 83 | 47.8 | 35 | 46 | 30 | 7 | 46 | 37 | 410 | 410 | 278 | 103 | 34 | 19 | 27 | 46 | 9 | 6 | 15 | .. | 4 | 4 |
| Cumberland | E. J. Lay | 900 | 8 | 7 | 438 | 250 | 259 | 35 | 19 | 17 | 23 | 12 | .... | 14 | 21 | 436 | 436 | 277 | 160 | .... | 7 | 12 | 19 | 4 | 2 | 6 | .. | .. | 16 |
| Digby | W. H. Magee | 700 | 5 | 5 | 304 | 152 | 143 | 46 | 26 | 15.8 | 31 | 12 | 3 | 25 | 21 | 304 | 304 | 210 | 135 | 15 | 25 | 9 | 34 | 4 | 4 | 4 | 5 | .. | 5 |
| Guysborough | E. J. Torey, B.A. | 700 | 3 | 3 | 147 | 68 | 86 | 33 | 16 | 15.6 | 27 | 5 | 1 | 10 | 23 | 124 | 147 | 188 | 33 | .... | .. | .. | 2 | .. | .. | .. | .. | .. | 22 |
| Hants | H. Elliott | 850 | 8 | 8 | 440 | 303.6 | 295.9 | 33 | 24.5 | 17.7 | 31 | 2 | .... | 10 | 23 | 440 | 440 | 241 | 144 | .... | 6 | 8 | 8 | 1 | 2 | 3 | .. | .. | .. |
| Inverness | G. C. Forsyth, B.A. | 600 | 3 | 3 | 159 | 83 | 96 | 52 | 31.1 | 23.8 | 42 | 4 | 6 | 28 | 24 | 154 | 154 | 112 | 5 | .... | 5 | .. | 5 | .. | .. | .. | .. | .. | .. |
| Kings | Angus McLeod | 800 | 4 | 4 | 251 | 115 | 162 | 57 | 32 | 29 | 43 | 13 | 1 | 27 | 30 | 239 | 239 | 245 | 44 | .... | 22 | 5 | 27 | 8 | 2 | 10 | .. | .. | .. |
| Lunenburg | E. H. Owen<br>M. R. Tuttle, B.A. | 625 | 8 | 8 | 452 | 247 | 308 | 36 | 22 | 23 | 27 | 7 | 2 | 10 | 26 | 452 | 452 | 312 | 75 | .... | 24 | 1 | 25 | .. | .. | .. | .. | .. | 8 |
| Queens | Nicholas Smith | 700 | 7 | 7 | 458 | 256.5 | 262.7 | 52 | 30 | 28 | 31 | 19 | 2 | 21 | 31 | 458 | 440 | 210 | 82 | 30 | 18 | 13 | 31 | 4 | 4 | 8 | .. | .. | .. |
| Richmond | M. McKinnon | 450 | 3 | 3 | 96 | 42.4 | 45.9 | 32 | 16.4 | 13.6 | 30 | 2 | .... | 32 | .... | 96 | 96 | 47 | 29 | 2 | 2 | 2 | 2 | .. | .. | .. | .. | .. | .. |
| Shelburne | Henry McIntosh | 750 | 5 | 5 | 289 | 133 | 183 | 43 | 22 | 21 | 33 | 9 | 1 | 19 | 24 | 289 | 280 | 182 | 43 | .... | .. | 8 | 8 | 6 | .. | 6 | .. | .. | .. |
| Victoria | Geo. Patterson, B.A.<br>E. M. Dill, B.A. | 625 | 4 | 4 | 171 | 93.9 | 63.6 | 42 | 24.8 | 9 | .... | .... | .... | 21 | 21 | 171 | 160 | 133 | 27 | .... | .. | .. | 20 | .. | .. | 7 | .. | .. | 5 |
| Yarmouth | A. Cameron | 1000 | 8 | 8 | 512 | 275 | 283 | 77 | 39 | 30 | 53 | 21 | 3 | 30 | 47 | 512 | 504 | 270 | 326 | 75 | 7 | 3 | 10 | 2 | 1 | 3 | 29 | 16 | 45 |
| Truro Model Schools | John A. Smith, B.A. | 850 | 13 | 13 | 1018 | 569 | 616 | 43 | 19 | 19.2 | 35 | 8 | .... | 24 | 19 | 1018 | 1000 | 700 | 776 | .... | 25 | 12 | 37 | 10 | 7 | 17 | .. | .. | 8 |

## TABLE XVI.—Continued—PUBLIC SCHOOLS: COUNTY ACADEMIES.

| ACADEMY. | IN ALL THE DEPARTMENTS. | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fine Arts. | | | Mathematics. | | | | | | Geography. | | History. | | | | Elements of Natural Science. | | | | | Other Branches. | |
| | Vocal Music. | Drawing. | Penmanship. | Arithmetic. | Algebra. | Geometry. | Trigonometry. | Navigation. | Surveying. | Modern. | Ancient. | British American. | British. | Grecian. | Roman. | Chemistry. | Botany. | Zoology. | Astronomy. | Total studying Natural Science. | Natural Philosophy. | Keeping of Accounts. |
| Annapolis | ..... | 214 | 258 | 258 | 62 | 20 | 4 | ..... | ..... | 258 | ..... | 134 | 91 | 10 | 10 | 34 | 25 | ..... | ..... | 34 | ..... | 40 |
| Antigonish | 170 | 61 | 340 | 362 | 102 | 87 | 38 | 32 | ..... | 213 | 14 | 48 | 174 | 28 | 28 | 32 | ..... | ..... | ..... | 32 | 30 | 62 |
| Cape Breton | 283 | ..... | 329 | 432 | 143 | 126 | 27 | 27 | 27 | 238 | 46 | 213 | 186 | 34 | 34 | 83 | 61 | ..... | ..... | 144 | 83 | 143 |
| Cumberland | ..... | 238 | 277 | 438 | 35 | 51 | 6 | 2 | ..... | 276 | ..... | 145 | 59 | 30 | 30 | 27 | 330 | 177 | ..... | 330 | 3 | 35 |
| Digby | 100 | 150 | 285 | 304 | 66 | 35 | 7 | 7 | 7 | 240 | 21 | 154 | 98 | 21 | 21 | 46 | 140 | ..... | ..... | 186 | 46 | 46 |
| Guysborough | ..... | 140 | 139 | 139 | 63 | 23 | ..... | 5 | ..... | 222 | ..... | 43 | 73 | 19 | 19 | ..... | ..... | ..... | ..... | ..... | ..... | 11 |
| Hants | 401 | 359 | 318 | 440 | 33 | 33 | ..... | ..... | ..... | 215 | 8 | 99 | 32 | 8 | 8 | 12 | 15 | ..... | ..... | ..... | 32 | 30 |
| Inverness | 107 | 92 | 159 | 154 | 44 | 11 | ..... | ..... | ..... | 117 | ..... | 41 | 86 | ..... | ..... | 39 | 77 | ..... | ..... | 77 | ..... | 17 |
| Kings | 157 | 207 | 227 | 251 | 43 | 43 | 1 | 1 | ..... | 171 | ..... | 26 | 20 | 20 | ..... | 30 | ..... | ..... | ..... | 157 | ..... | 16 |
| Lunenburg | 452 | 350 | 419 | 419 | 47 | 47 | ..... | ..... | ..... | 369 | ..... | 119 | 72 | ..... | ..... | 33 | 37 | 33 | ..... | 103 | 9 | 31 |
| Queens | 270 | 118 | 327 | 450 | 80 | 54 | 1 | 2 | ..... | 386 | ..... | 60 | 247 | 20 | 20 | ..... | ..... | ..... | ..... | 10 | 10 | 63 |
| Richmond | ..... | ..... | 87 | 82 | 6 | 9 | 2 | 6 | ..... | 50 | ..... | 44 | 22 | ..... | ..... | 1 | ..... | ..... | ..... | 1 | 3 | 5 |
| Shelburne | 224 | ..... | 246 | 289 | 74 | 74 | 3 | 3 | ..... | 182 | 3 | 139 | 74 | 3 | 3 | 43 | ..... | ..... | ..... | 43 | 3 | 8 |
| Victoria | 137 | ..... | 131 | 160 | 46 | 42 | 13 | ..... | ..... | 108 | 13 | 57 | 88 | ..... | 13 | ..... | 55 | ..... | 35 | 55 | ..... | 35 |
| Yarmouth | 249 | 299 | 487 | 504 | 69 | 38 | 3 | 3 | ..... | 326 | 6 | 200 | 98 | 6 | 6 | 81 | 154 | 165 | 12 | 217 | 33 | 59 |
| Truro Model Schools | 225 | 200 | 1018 | 1018 | 78 | 78 | 5 | 3 | 3 | 516 | ..... | 244 | 63 | 114 | 114 | 25 | 57 | ..... | ..... | 82 | ..... | 144 |

## TABLE XVII.—SPECIAL ACADEMIES.

| ACADEMY. | PRINCIPAL. | Instructors. | | | Number of Pupils, their Age, &c. | | | | | | | | | | | | | | Expenses | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of Regular Teachers. | No. Regular Assistants. | No. Assistants engaged part of time for special branches. | Whole No. of Pupils enrolled during year. | Average No. Pupils on roll. | Average No. Pupils daily present. | No. of New Pupils for year. | No. former Pupils 2nd year of attendance. | No. former Pupils 3rd year or upwards. | No. of enrolled Pupils belonging to Municipality or Town. | No. belonging to County but outside of Municipality or Town. | No. from outside of Co. | No. from Nova Scotia. | No. from other Countries | No. of Pupils under 15 years of age. | No. of Pupils 15 years of age and upwards. | Average age of Pupils. | Annual Tuition Fee—Advanced Pupils. | No. of Weeks in Session during year. |
| Pictou Academy ..... ..... | A. H. McKay, B.A., B. Sc. | 3 | .... | 2 | 237 | 175 | 123 | 113 | 74 | 50 | 108 | 68 | 61 | 229 | 8 | 68 | 169 | 17 | 12 | 42 |
| Institution for Deaf & Dumb | J. Scott Hutton, M. A. .. | 4 | 3 | ..... | 73 | 60 | ..... | 11 | 14 | 48 | ..... | ..... | ... | 36 | 37 | 49 | 24 | ..... | (a) | 44 |
| Halifax High School..... .. | Edwin Gilpin, D. D. ..... | 4 | ..... | ..... | 118 | 82 | 73 | 28 | 60 | 30 | ..... | ..... .. | ... | 116 | 2 | 52 | 66 | 14 | ..... | 40 |

## TABLE XVII.—(Continued)—SPECIAL ACADEMIES.

| Academy. | Number Studying the Languages. | | | | | | | | | | | | | | | Fine Arts. | | | Mathematics. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | English. | | | | | Latin. | | | Greek. | | | Modern Languages. | | | | | | | | | | | | | |
| | Reading and Elocution. | Spelling. | Grammar and Analysis. | Composition. | Rhetoric. | Rudiments. | Translating Authors. | Total studying Latin. | Rudiments. | Translating Authors. | Total studying Greek. | French (Colloquial). | Translating French Authors. | Other Modern Languages. | Total studying Modern Languages. | Music. | Drawing. | Penmanship. | Arithmetic. | Algebra. | Geometry. | Trigonometry. | Navigation. | Surveying. | Other Mathematical Branches. |
| Pictou Academy | 231 | 129 | 231 | 221 | 231 | 84 | 77 | 161 | 35 | 27 | 62 | 81 | 16 | ..... | 97 | ..... | 170 | ..... | 231 | 231 | 231 | 75 | 75 | 75 | ..... |
| Institution Deaf & Dumb. | (b) | (b) | (b) | (b) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 70 | 73 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Halifax High School | 118 | 118 | 118 | 118 | ..... | 28 | 90 | 118 | ..... | 21 | 21 | ..... | 108 | 11 | 118 | ..... | 73 | 118 | 118 | 118 | 118 | ..... | ..... | ..... | ..... |

## TABLE XVII.—(Continued).—SPECIAL ACADEMIES.

| ACADEMY. | Geography. | | | History. | | | | | Elements of Natural Science. | | | | | | Other Branches. | | | | | | | | Prizes. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Modern. | Ancient. | Use of Globe. | British History. | British. | Grecian. | Roman. | Outlines of Universal. | Chemistry. | Botany. | Zoology. | Mineralogy & Geology. | Astronomy. | Total studying Natural Science. | Natural Philosophy. | Chemistry applied to Agriculture. | Elements of Political Economy. | Elements of Logic. | Elements of Moral Science. | Keeping of Accounts. | English Literature. | Cricket. | No. awarded during year. | Value Prizes awarded during year. |
| Pictou Academy | 231 | 77 | 231 | 69 | 113 | 62 | 77 | 231 | 134 | 129 | 69 | 69 | 75 | 231 | 164 | 44 | ..... | ..... | ..... | 164 | ..... | ..... | 26 | $35 |
| Institute for Deaf & Dumb | 10 | ..... | ..... | ..... | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | ..... | ..... | ..... | ..... |
| Halifax High School | 118 | 18 | ..... | 118 | 118 | ..... | ..... | ..... | 35 | ..... | ..... | ..... | ..... | 35 | 35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE XVII.—(Continued)—SPECIAL ACADEMIES.

| ACADEMY. | Rooms, &c. | | Library and Apparatus. | | | | | | | Income. | | | | Expenditure. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of School Rooms and Class Rooms. | Style of Desks. | No. of bound vols. added to Library. | Total No. of bound vols. in Library. | No. of Globes. | No. of good Wall Maps. | No. 4to. Dictionaries and Gazetteers. | Estimated Cash Value of other Apparatus. | Estimated Cash Value of all Apparatus. | From Fees and Contributions. | From Rents and Invested Funds. | Provincial Grant. | Total. | Salaries of Inspectors. | Average of Salaries. | Expended on buildings and repairs. | Expended for Books and Apparatus. | Miscellaneous. | Total. |
| Pictou Academy..... | 10 | Patent..... | 5 | 820 | 4 | 48 | 2 | $1100 | $2400 | $ 797 | $2323 | $1400 | $4520 | $2900 | $ 580 | $ 30 | $ 230 | $1360 | $4520 |
| Ins'n. for Deaf & Dumb. | 3 | Dawson... | ..... | ..... | 2 | 20 | ..... | ..... | ..... | 2385 | 1908 | 3300 | 7593 | 2820 | 705 | 235 | ..... | *d*)4956 | 8001 |
| Halifax High School..... | 4 | Patent.... | ..... | ..... | ..... | ..... | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1250 | ..... | ..... | ..... | ..... |

## TABLE XVII.—COUNTY ACADEMIES AND SPECIAL ACADEMIES—(CONTINUED.)

### CAPE BRETON COUNTY ACADEMY.

The past year has been a most successful one for the Academy. There have been more students in attendance both from the town and country, and more actual high school work done, than during any previous year in the history of the institution. We sincerely hope that during the present year the long-looked-for solution of the Academy question may be effected, whereby we may be placed upon a more satisfactory footing than at present.

B. McKITTRICK, B. A.,
*Head Master.*

### QUEENS COUNTY ACADEMY.

Twenty-one of the Pupils attending the High School Department are from outside Sections.

NICHOLAS SMITH,
*Head Master.*

### PICTOU ACADEMY.

*(a). From Fees and Contributions.*—$440 under this head are contributions raised principally by the efforts of the "Pictou Academy Scientific Association," and by the patrons of the "Art Department."

*(b). From Rents, &c.*—This is the amount paid out of the general school funds of the town.

*(c). Average of Salaries.*—The average of the salaries of the three regular instructors is $900.

*(d). Expended for Apparatus.*—This includes the "stock," cost of additions to the Natural History Museum. The Ornithological Section of the Scientific Association has added during the year over one hundred mounted and classified Nova Scotia birds to this department. The salary of the taxidermist is not included in this item.

*(e). Miscellaneous*—Under this head is included the annual interest on "Academy Debentures."

A. H. McKAY, B. A., B. Sc.,
*Principal.*

## Deaf and Dumb Institution.

*(a).* *Eighty Dollars* is the nominal charge, but most of the pupils are boarded and educated *free*.

*(b).* Mere tabulated returns give no proper idea of the work done in a school like this. The specific object of Deaf Mute Education is to impart a practical knowledge of common English, such as the youngest hearing child possesses before he goes to school. Everything taught is subsidiary to this end.

*(c).* The "Provincial Grants" include $500 from New Brunswick, $300 from P. E. Island, and $500 from Newfoundland.

*(d).* Under the head of "Miscellaneous" are included Matron's salary, servants' wages, board of Pupils, insurance, taxes, fuel, gas, and all other household expenses.

The financial returns are from the Treasurer's account, as published in the Annual Report for 1883.

J. SCOTT HUTTON, M. A.,
*Principal.*

## TABLE XVIII.

### SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION, 1884.

| | |
|---|---|
| Common Schools | $153,694 00 |
| Normal School | 6,274 85 |
| Special Academies | 4,000 00 |
| County Academies | 9,000 00 |
| Inspection | 12,000 00 |
| Expenses Office | 911 69 |
| Salaries | 3,400 00 |
| Travelling Expenses, Normal School Pupils | 795 10 |
| Examination | 584 59 |
| Interest | 463 35 |
| | $191,123 58 |

# PART III.

# APPENDICES.

## APPENDIX A.

# REPORT OF THE NORMAL SCHOOL.

DAVID ALLISON, ESQ. LL. D.
*Superintendent of Education.*

SIR,—I have the honor to submit the following Report of the Provincial Normal School for the Session 1883-4.

Our school year began on Wednesday, Nov. 3, 1883, and closed on July 16th.

The total number of students registered was one hundred and twenty-nine, and the various counties of the Province were represented as follows :—

| | | | |
|---|---|---|---|
| Cumberland | 16 | Yarmouth | 7 |
| Colchester | 45 | Digby | 6 |
| Pictou | 9 | Annapolis | 2 |
| Antigonish | 3 | Kings | 7 |
| Guysboro' | 2 | Hants | 11 |
| Halifax | 8 | Inverness | 2 |
| Lunenburg | 4 | Victoria | 5 |
| Queens | 1 | Richmond | 1 |

As in the preceding session there were no students from either Shelburne or Cape Breton.

Seventy-three students attended throughout the whole session of thirty-six weeks, but the number taking the prescribed course was increased to ninety-two by those who studied for third class (D) license, whose time comprised but twenty-four weeks and ended in April. Several of those who attended part of the session completed an unfinished course of a former session and thus became eligible for diploma.

The average time of attendance per student was thirty weeks which exceeds the average of any former session.

Diplomas of the various grades were awarded as follows: *Superior* five, *Good* forty-five, *Fair* fifty-three, total one hundred and three.

The Governor General's medals were awarded to the writers of the best essays on "Discipline;" the silver medal to Miss Emma Gilman, of Tusket, Yarmouth, and the bronze medal to Mr. Murdoch MacKay, of Carriboo River, Pictou County.

The new department organized for the training of third class teachers, was attended by twenty-one students. The scholastic work of this department, including the English and Mathematical branches, was conducted by Mr. Daniel McD. Clarke, a graduate of the Institution, and in every respect a most efficient teacher. Nineteen of the class obtained license of Grade D, at a special examination in April, and I believe that nearly all of these entered at once upon the work of teaching. The department should have attracted a much larger number of students, and if it does not meet with more general appreciation within a reasonable time, the wisdom of keeping it up may perhaps be called in question.

It has occurred to me that the educational interests of the Province might be better subserved by applying our forces in a different direction; I refer to the preparation of candidates for the Academic, or as it is generally called, the grade A license. It does not appear that the line of work, especially in classics, pursued in any institution of learning within the Province, exactly corresponds with the requirements of that grade. Numerous applications are made to us by persons desirous of qualifying themselves for this license, asking what facilities we are able to afford in this direction; but with the amount of work on our hands, more in the direct line of Normal School functions, we are not able to hold out much inducement. Moreover it is very desirable that our high school teachers should have the benefit of professional training, which they could obtain at the Normal School simultaneously with the prosecution of advanced studies.

The matter of board and lodging for our students, has in recent years become to me a subject of anxious thought. There is a difficulty in obtaining, within reasonable distance, places which are in every respect adapted to secure all the conditions of physical, intellectual, and social well-being which it is desirable our students should enjoy.

This applies more especially to young ladies, who form a large proportion of the school, and it is a difficulty which will probably increase in proportion as the influence of the institution on successful teaching becomes more fully and widely recognized throughout the Province. I have no very well defined scheme to propose; but I desire to bring the matter to the notice of the educational authorities of the Province as a subject demanding full and careful thought. Our grounds around the Normal School building are in every respect suitable as a site for a boarding house, and I fully believe that the Government would, by erecting such a building, place in our hands the means of adding greatly to the effectiveness of the institution. Under the new condition of things thus established the responsibilities of the management of the institution would undoubtedly assume a very different character, but I do not know that on the whole they would become more preplexing

or more burdensome than under the present condition of things. Instead of an oversight embracing a wide range, which at best must be partial, ineffective, and unsatisfactory, there would be the effectiveness that comes from system and centralization. I may add that the scheme here suggested is not untried or novel. Some of the State Normal Schools in Massachusetts, as those of Bridgewater and Westfield, have adopted it with the most satisfactory results. The establishments are self-supporting, and give board to students at rates which are not above the average of local charges, whilst the plan in all its leading features is pronounced superior to the old one of boarding in private families.

On the whole the students of the session under consideration were not as successful in obtaining the licenses applied for as were those of some previous years. But the success and effectiveness of the institution should not be measured exclusively or chiefly by such a standard. Our endeavor is to do honest work in the line of scholarship; but I need not say that the principal aim of the institution, in fact the very reason of its existence, is the development of teaching power in its students. This is done partly by the inculcation of those principles which underlie good teaching, and partly by practical training in the art of teaching. About one-third of our time is devoted to the direct accomplishment of this end. It is, however, our careful endeavor to keep constantly in view the professional object of the institution. Hence in the more strictly scholastic portions of our work we aim to train our students by presenting right methods for their imitation.

I have the honor to be,

Sir, yours respectfully,

J. B. CALKIN,
*Principal.*

Normal School, Truro, N. S., Dec. 31, 1884.

# Students of Normal School, 1883-4.

Students whose names are marked thus * were not examined for license at the close of session; those marked thus † did not remain long enough to complete the course.

| Name. | County. | Grade of License on entering. | Grade of License obtained. | Normal School Diploma on entering. | Normal School Diploma obtained. |
|---|---|---|---|---|---|
| Minerva McNutt..... | Colchester, | D | C | Fair. | Good. |
| *†Emma L. McCarthy. | Yarmouth, | C | .. | ..... | ..... |
| Maud A. Embree..... | Cumberland, | .. | C | ..... | Fair. |
| Agnes M. Johnston.... | Halifax, | D | C | ..... | Good. |
| Sophy S. Parker..... | Annapolis, | C | B | Good. | Superior. |
| Bessie L. Miller..... | Colchester, | C | B | Superior. | " |
| Maggie R. Burton..... | Hants, | C | B | ..... | Good. |
| Lillian Ingraham..... | Victoria, | C | C | ..... | " |
| Libbie Bentley..... | Colchester, | .. | C | ..... | " |
| Sophia L. Manthorn.... | Queens, | C | B | Good. | " |
| Luella Lynch..... | Colchester, | C | B | ..... | " |
| Lucretia Langille..... | Lunenburg, | C | C | Fair. | " |
| James A. Mahon..... | Colchester, | C | B | " | " |
| *J. W. Henry King.... | Digby, | B | .. | Good. | " |
| Thomas J. Bennett.... | Hants, | C | C | ..... | " |
| Frank Bishop..... | Kings, | C | C | ..... | " |
| Charles M. Woodworth | Kings, | .. | C | ..... | " |
| Murdock S. McKay.... | Pictou, | C | B | ..... | " |
| W. Ernest Thompson.. | Halifax, | C | B | Fair. | Superior. |
| Geo. D. Stewart..... | Cumberland, | C | B | ..... | Good. |
| Wm. Hall..... | Halifax, | C | B | ..... | " |
| *†Don. M. Gillies..... | Inverness, | C | .. | ..... | ..... |
| Cassie R. Bill..... | Kings, | .. | D | ..... | Fair. |
| Hattie A. Harris..... | Kings, | .. | C | ..... | Good. |
| *Aggie J. Cox..... | Colchester, | C | .. | Fair. | " |
| Susan Creelman..... | Colchester, | C | B | ..... | " |
| *C. Letitia Betts..... | Cumberland, | C | .. | Fair. | Fair. |
| *†Annie E. Anderson.. | Annapolis, | C | .. | ..... | ..... |
| *†Marion McDougall.. | Hants, | .. | .. | ..... | ..... |
| Melinda L. Falkner... | Colchester, | .. | B | ..... | Good. |
| Mary C. Forbes,..... | Pictou, | D | C | ..... | Fair. |
| Bell J. Ross..... | Inverness, | D | C | ..... | Good. |
| Abigail J. Gray..... | Pictou, | D | D | ..... | " |
| Isaac Crommie..... | Digby, | D | B | ..... | " |
| Donald McIntosh..... | Cumberland, | .. | C | ..... | Fair. |
| Teresa North..... | Kings, | C | B | ..... | Good. |
| Emma A. Gilman..... | Yarmouth, | D | C | Good. | Superior. |
| *†Mary B. Crow..... | Hants, | C | .. | .... | .... |

## NORMAL SCHOOL—(Continued).

| Name | County. | Grade of License on entering. | Grade of License obtained. | Normal School Diploma on entering. | Normal School Diploma obtained |
|---|---|---|---|---|---|
| *†Annie McDougall.... | Antigonish, | D | .. | .... | .... |
| Lily V. Preeper..... | Hants, | .. | .. | .... | Fair. |
| *†Florence N. Hills... | Halifax, | C | .. | .... | .... |
| Lucy F. Logan..... | Cumberland, | C | B | Fair. | Fair. |
| Clara A. McCart ..... | Colchester, | D | B | Good. | Good. |
| †Victoria S. Ernst.... | Lunenburg, | C | B | Superior. | .... |
| †J. Avard Fulton ..... | Colchester, | D | D | .... | .... |
| Geo. W. Coffin..... | Kings, | C | B | .... | Good. |
| Laura Kent..... | Colchester, | D | C | Fair. | Good. |
| Tryphenia M. Crow.... | Colchester, | .. | .. | .... | Fair. |
| Nellie P. Lindsay..... | Colchester, | D | .. | .... | Fair. |
| James A. McDougall .. | Cumberland, | .. | C | .... | Good. |
| Fenwick W. Robbins.. | Digby, | .. | C | .... | Fair. |
| William M. Eldridge... | Digby, | .. | C | .... | Good. |
| John G. Morrison..... | Victoria, | .. | D | .... | Fair. |
| William Boyd..... | Cumberland, | .. | C | .... | Fair. |
| Della E. Hatfield..... | Cumberland, | .. | .. | .... | Fair. |
| Bessie H. Alcorn..... | Guysboro', | .. | C | .... | Good. |
| Harriet S. Hamilton... | Colchester, | .. | .. | .... | .... |
| George E. Cutten..... | Colchester, | .. | D | .... | Fair. |
| Maggie Anderson..... | Cumberland, | .. | C | .... | Fair. |
| *†Joanna M. Mitchell. | Halifax, | D | .. | .... | .... |
| Orilla A. Carroll..... | Colchester, | .. | D | .... | Fair. |
| Melissa Carroll..... | Colchester, | .. | D | .... | Fair. |
| Minnie Archibald..... | Halifax, | .. | D | .... | Fair. |
| *†Janie E. Stewart.... | Halifax, | .. | .. | .... | .... |
| Janie A. Hamilton.... | Colchester, | .. | D | .... | Fair. |
| Jessie G. Crow..... | Colchester, | .. | C | .... | Fair. |
| Lily McCollough..... | Colchester, | .. | C | .... | Fair. |
| Bessie Hislop..... | Colchester, | .. | D | .... | Fair. |
| *†Ella M. Wilson..... | Hants, | D | .. | .... | .... |
| Mary M. Chisholm.... | Pictou, | .. | D | .... | Fair. |
| Eliza Thompson ..... | Pictou, | .. | D | .... | Fair. |
| Maggie J. Dewar..... | Pictou, | D | D | .... | Good. |
| Eliza A. Copeland..... | Pictou, | .. | C | .... | Fair. |
| *†Louise E. Mader.... | Lunenbnrg, | D | .. | .... | .... |
| *†Annie Dimock..... | Hants, | D | .. | .... | .... |
| Lucilla J. Armstrong.. | Cumberland, | .. | D | .... | Fair. |
| Sara O. King..... | Colchester, | .. | C | .... | Fair. |
| *†Mary E. King..... | Colchester. | .. | .. | .... | .... |
| Georgie E. Geddes.... | Colchester, | .. | D | .... | Fair. |
| Josephine Byers..... | Colchester, | .. | C | .... | Fair. |
| Mary F. Mason ..... | Cumberland, | D | C | .... | Good. |
| Annie M. Yuill..... | Colchester, | D | D | Fair. | Good. |

NORMAL SCHOOL—(CONTINUED.)

| NAME. | COUNTY. | Grade of License on entering. | Grade of License obtained. | Normal School Diploma on entering. | Normal School Diploma obtained. |
|---|---|---|---|---|---|
| Ada B. Sargeant..... | Pictou, | .. | .. | .... | Fair. |
| Maggie B. Mahon..... | Colchester, | D | .. | Fair. | Good. |
| Bessie Tupper..... | Colchester, | .. | C | .... | Fair. |
| May B. Spencer..... | Colchester, | .. | D | .... | Fair. |
| Lottie R. Kent..... | Colchester, | .. | C | .... | Fair. |
| *†Melda T. Johnson .. | Digby, | D | .. | .... | .... |
| Florence N. Douglas... | Pictou, | D | D | ... | Fair. |
| *†Flo. A. McDougall .. | Antigonish, | .. | .. | .... | .... |
| Ada Geldert..... | Colchester, | .. | .. | .... | Fair. |
| Charlotte Serret..... | Kings, | .. | .. | .... | Fair. |
| *†Maggie Teas..... | Colchester, | D | .. | .... | .... |
| Emma J. West..... | Colchester, | D | C | .... | Superior. |
| Laura L. Drysdale..... | Cumberland, | D | C | .... | Good. |
| *†Mary L. Parker .... | Hants, | D | .. | .... | .... |
| *†Edith M. Wallace.... | Hants, | D | .. | .... | .... |
| Mary Y. Christie..... | Colchester, | .. | .. | .... | Fair. |
| Nettie Clifford..... | Colchester, | .. | C | .... | Fair. |
| Mary McLeod..... | Colchester, | .. | D | .... | Fair. |
| Annabell McIntosh.... | Victoria, | D | C | .... | Good. |
| Sara Douglas..... | Hants, | .. | .. | .... | Fair. |
| †Libbie J. Blois..... | Hants, | D | C | .... | .... |
| Lucy B. Cox..... | Colchester, | .. | D | .... | Fair. |
| Lienana Bentley..... | Colchester, | .. | C | .... | Fair. |
| Emma Slauenwhite .. | Lunenburg, | D | C | .... | Good. |
| Rosa E. Crowell..... | Yarmouth, | D | C | .... | Good. |
| *†Lexy McKay..... | Cumberland, | D | .. | .... | .... |
| *†Mary R. McKeen... | Cumberland, | C | .. | .... | .... |
| *†Catherine Finlayson. | Victoria, | D | .. | .... | .... |
| *†Sara A. Boss..... | Cumberland, | C | .. | .... | .... |
| Josie H. Archibald.... | Colchester, | D | C | Fair. | Fair. |
| Celesta Leslie..... | Halifax, | .. | D | .... | Fair. |
| Mary Wallace..... | Colchester, | .. | D | .... | Good. |
| Augusta Norris..... | Colchester, | .. | D | .... | Good. |
| Mary J. McKay..... | Colchester, | .. | D | .... | Good. |
| Henrietta F. Langille.. | Colchester, | .. | D | .... | Fair. |
| Catherine E. Ross..... | Antigonish, | .. | C | .... | Fair. |
| Bella J. Mitchell..... | Cumberland, | .. | D | .... | Fair. |
| Bella S. Buckler..... | Colchester, | .. | D | .... | Fair. |
| Jessie MacIntosh..... | Victoria, | .. | D | .... | Fair. |
| Luella Carroll..... | Colchester, | .. | D | .... | Good |
| Laura F. Nichols..... | Guysboro', | .. | .. | .... | Fair. |
| Marie R. Pothier..... | Yarmouth, | .. | D | .... | Good |
| Adele Cotreau..... | Yarmouth, | .. | D | .... | Good. |
| Ada M. Smith..... | Digby, | .. | D | .... | Good. |
| Maggie A. Bourque.... | Yarmouth, | .. | D | .... | Fair. |
| Duncan McInnis..... | Richmond, | .. | D | .... | Fair. |
| John B. LeBlanc..... | Yarmouth. | .. | D | .... | Fair. |

## NORMAL SCHOOL.

| Year. | No. of Teachers. | STUDENTS. | | | | | EXPENDITURE. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total number enrolled. | Attended full Session. | Attended part of Session. | Average time of attendance in weeks. | Received Licenses. | Salaries of Teachers. | Salary of Janitor. | Fuel. | Contingencies, Stationery, &c. | Total. |
| 1884 | 6 | 129 | 92 | 37 | 30 | 92 | $4650 | $350 | $151 | $313 30 | $5464 30 |
| 1883 | 5 | 125 | 75 | 50 | 26 | 77 | 4250 | 350 | 222 | 310 83 | 5132 83 |

## MODEL SCHOOL.

| Year. | No. of Teachers. | PUPILS. | | | | | EXPENDITURE. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. registered Winter Term. | Average daily attendance Winter Term. | No. registered Summer Term. | Average daily attendance Summer Term. | Total No. different pupils registered during year. | Salaries of Teachers. | Amount received from Province. | Expended on Buildings and Grounds. | Cost of Fuel. | Salary of Janitors. | Insurance. | Total. |
| 1884 | 13 | 745 | 569 | 823 | 616 | 1018 | $5075 | $800 | $ 204 | $250 | $285 | $78 | $6692 |
| 1883 | 12 | 711 | 515 | 779 | 452 | 1009 | 4850 | 800 | 1469 | 195 | 250 | 43 | 6807 |

# APPENDIX B

# REPORTS OF INSPECTORS OF SCHOOLS

## DISTRICT No, 1.—CITY AND COUNTY OF HALIFAX.

HINKLE CONDON, *Inspector.*

SIR,—

For several years Lakeville Section, No. 8, East Halifax, supported a school which was taught alternately, one week in the public school house on the main road, and one week in a private house in the Upper Settlement. In May, 1877, the trustees were duly notified that, unless a suitable house, situated in a central part of the Section, was provided by May 1st, 1878, that after that date all County and Government moneys would be withheld.

As a result of this resolution of the Board, Lakeville was without a Public School until 1882, when the Board taking into consideration the indifference of the lower part of the Section and the deep interest which the ratepayers of the Upper Settlement had always manifested in the education of their children, and of which they had given substantial proofs by sustaining a school for several terms independent of Government or County aid, allowed the trustees to continue their school for two years longer in the same house, feeling that in this exceptional case justice could not otherwise be done. In 1884 they divided the Section on the following conditions, (1.) That the Upper Section should provide a house according to the requirements of the law; (2.) That after the present year the section shall be removed from the poor list. I feel that this explanation is necessary because the affairs of this Section have, from time to time, occupied the attention of the Board for the last fifteen years.

In 1875 a house was erected about one mile from Shad Bay Settlement, for the purpose of accommodating the family of Mr. Fader who lives in Blind Bay, but during the present year, as there are now at least nine children in the Blind Bay Section, it has been considered advisable to build a house in that locality. A teacher is already engaged and will open the school after the Christmas vacation. The house in Shad Bay has been removed to the middle of the settlement, which is an excellent arrangement, as it brings school privileges within easy reach of some families at the head of Prospect Bay, for whom hitherto no provision has been made.

Devil Island has provided a new school house.

Hammond's Plains and Victoria have voted money, either to build new houses, or if thought better, to enlarge and renovate the old ones.

Portugeese Cove has at last taken steps towards securing a house adequate to the wants of a Section that can register 60 or 70 names.

Lower Porter's Lake Section has enlarged and somewhat improved its school accommodation.

In the County fourteen school houses have been repaired at an expense varying from $30 to $100 each, so that although only two have been built, a good deal has been done in the way of enlarging and improving.

The house in Hope Ridge Section, East Chezzetcook, which is large and supplied with a class room for an assistant, has been finished, and a contract given for improve l desks. This school affords a most striking illustration of the point made in suggestion 3 in your report for last year: "That where the indifference and niggardliness of managers defeat the precise objects for which the grants are made, the Inspector should be empowered, within certain limitations, to supply what is absolutely required to carry on the school efficiently withholding the necessary amount from the County Fund." In the last return from this Section we have; "Pupils enrolled 81. Salary paid by Section, $65 per term." I find that the average amount paid from County Fund, for the last three terms, to this section, is upwards of $60 per term leaving only $5 to be raised by the trustees towards the teacher's salary.

In the Notes of Inspcetion, made at the time of my last visit, I find the following:

| | |
|---|---|
| No. Registered | 64 |
| Present | 49 |
| Not an Arithmetic in school. | |
| Geography | 0 |
| Grammar | 0 |
| History | 0 |

| | | | | | |
|---|---|---|---|---|---|
| Of those present | | 4 | can read in the | | 5th book. |
| " | " | 6 | " | " | 4th book. |
| " | " | 12 | " | " | 3rd book. |
| " | " | 4 | " | " | 2nd book. |

And the remainder in the primers, the supply of which is insufficient.

And this state of things has been continued from term to term for years, and yet I will venture to affirm that if I could have been empowered to provide the necessary books quite a satisfactory report would have been made at this time. As it is we have a commodious building, public grants liberal enough to sustain a good school, and a Section with a large number of children of school going age; but no results worth speaking of.

It is a serious question, whether even-handed justice would not demand the withdrawal of Government and County aid from such a Section; one that absorbs so much and gives so little. It may be asked, "why not supply deficiencies that so seriously cripple the usefulness of a large school?" My answer is that the duty of the Inspector is to see that the provisions of the law are carried out. And until the law is made clear and unmistakable on this point, any interference would be injudicious and defeat its own object. Our system is well arranged, and the grants are so liberal that every encouragement is given to our people to put their own shoulders to the wheel, and I am happy to say that there is in general an honest endeavour on the part of Sections to do their duty, so that it is intolerable to see in such cases, the beneficent provisions of the law nullified by the negligence of those most interested. In many cases a comparatively small sum of money expended would render fruitful what is now wasted, and a school once equipped with books and the necessary apparatus would arouse so much enthusiasm that henceforth its interests would never be allowed to suffer for lack of appliances.

*Schools.*—During the Winter Term there were 115 Schools in session with 4923 pupils, and a grand total attendance of 312,360. Number of Sections having no school in Winter Term, 30.

*Summer Term.* 122 schools, 5,237 pupils and grand total days' attendance 321,668. Number of Sections without school 24. Total number of different pupils during the year, 6,479. Number of Sections having no school during the year, 8, viz: West Dover, Lower Prospect, Beech Hill, Beaver Bank Station, and Preston (colored), in the Western District, and Mushaboon, Sheet Harbor Road, Pasces, and Smith's Cove in the Eastern District. On referring to past returns from these Sections I find the average attendance about 13, and these are all, with two exceptions, small, sparsely populated settlements.

All the schools in Rural District (22) were in operation during the year.

TEACHERS AND GRADES.

| | A. | B. | C. | D. |
|---|---|---|---|---|
| Winter Term, Male..... | | 6 | 11 | 5 |
| " Female.... | | 6 | 50 | 39 |
| Summer Term, Male.... | 1 | 6 | 8 | 5 |
| " Female, | | 6 | 60 | 43 |

CANDIDATES FOR LICENSES.

| | Females. | Males. |
|---|---|---|
| For 1882 | 77 | 3 |
| 1883 | 88 | 2 |
| 1884 | 96 | 8 |

Halifax County stretches along the Atlantic coast from Hubbard's Cove to Ecum Secum, a distance of more than 140 miles, and some

of our Sections are so situated that it may be considered almost a waste of public money to have the school open in the Summer term, of which class Pleasant Point is an example. Others, where the roads are often inaccessible, find it equally difficult to maintain a winter school.

SCHOOLS IN SESSION.

For the Winter Term of 1883.....118
" " " 1884.....115

This decrease (3) is caused by the scarcity of Teachers, owing to refusal to grant Permissive licenses, which henceforth, in District No. 1, will not be issued, unless some very exceptional case should appear to demand it. The necessity for their employment has almost ceased. The short course for grade D. teachers at the Normal School, will accomplish much for our small sections by bringing trained teachers within their reach.

As the course of study is better understood and more intelligently worked out, correspondingly good results are being attained.

*Reading.*—The improvement in reading is marked, and will continue, because its importance as a means of training and instruction is more generally appreciated, and the drill is conducted on correct principles by an increasing number of our teachers.

*Writing.*—The Royal Copy Books are in general use, and on the whole are well liked, and in many of our schools the penmanship and slate work present a creditable appearance. One noticeable feature in connection with this branch, is the neatness and legibilty with which our returns, as a rule, are made out. Some of them are admirable specimens of penmanship, and compared with those of former years, afford substantial marks of progress.

*Arithmetic.*—The very general use of Kirkland and Scott's Arithmetic is developing excellent results.

*History and Geography.*—As the texts books on British America and the fine large maps of the Dominion are found in a considerable number of our schools, a good deal of interest is shewn in the study of these branches. British History also receives its due share of attention.

*Drawing.*—About 1800 are receiving instruction in this subject. Of course it will be some time before any marked results will be noticeable. Our teachers must themselves be prepared to give drawing a recognized place in their school work. They must be convinced of its importance in any rational course, and also be willing to begin with the simplest elementary lessons, and as far as they are capable avail themselves in the art of illustrating every branch of study pursued. They must also with the younger scholars teach theoretically geometric forms by presenting them to the eye, and causing the children to connect the names with the forms by constant repetition. Children soon learn to recognize circles, squares, triangles, and other plane figures, and if they are skillfully taught the power of a line, will soon learn to construct them with as much pleasure as

profit. The principal thing is to make a beginning and to make it scientifically.

On the whole I think we have reason to believe that we are not only holding our own, but making a positive advance in our educational work. Some of the points which prove this to my own mind are the greater interest shewn at the annual meetings, the better form and appearance of the minutes transmitted to the office, and the neat and intelligent manner in which, as a rule, the returns and registers are kept, and the desire of our teachers to improve, as manifested by their large attendance at the Provincial Association, together with the increased demand for Normal School teachers.

CITY SCHOOLS.

I have spent the time at my disposal, March and April in the Winter Term, and September and October in the Summer, in a careful inspection of the City Schools, and have endeavoured to the best of my ability to subserve their interests. There is much that is very encouraging in the fact that they are securing more notice from the public, and giving rise to discussions which, ably and impartially conducted, will add to our knowledge and bring up for investigation many new points worthy of consideration.

Some wise changes in the rearrangement of our teachers has been made, and will no doubt be productive of excellent results. It is encouraging to note that a large number of our Halifax teachers are availing themselves of professional training at the Normal School. These will add an element of strength to the City Schools.

Respectfully,

H. CONDON,

*Inspector District No. 1.*

TO DAVID ALLISON, ESQ., LL. D.

*Superintendent of Education.*

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## DISTRICT No. 2—LUNENBURG AND QUEENS.

THOMAS R. PATTILLO, *Inspector.*

SIR,—

In accordance with the requirements of the law, I have the honor to submit the following general report of Schools in Inspectoral District No. 2, comprising the Counties of Lunenburg and Queens, for the year ending Oct. 31, 1884:

The number of Sections in the District is 179, 137 in Lunenburg, and 43 in Queens, all of which are organized. Six (6) of the former and one (1) of the latter had no school during the year. Four of the six mentioned were building school houses.

In Lunenburg County during the Winter Term 132 schools

were in operation, with 5766 pupils enrolled, that made a grand total attendance of 349,479 days.

In the Summer term, 127 Schools, with 5,101 pupils, made a grand total attendance of 299,431 days.

3,154 pupils, in the Winter term, or 54.77 of those enrolled attended daily, and 2,901 in the Summer Term, or 57.70 of the enrolment.

The schools were open on an average in the Winter Term, 113 days out of 118, and in the Summer 105 days out of 112. During the year 7026 different pupils attended the schools, or 1 in every 4.10 of the population.

*In Queens County*, 49 schools were in operation during the Winter Term, with 1,914 pupils enrolled, that made a grand total attendance of 130,049 days, and in the Summer Term 55 Schools, with 2,045 pupils, made a grand total attendance of 127,269 days. 1,199 pupils in the Winter Term, or 62 p. c. of the enrolment attended daily, and 1,264 pupils in the Summer Term, or 62 p. c. The schools were open on an average 111 in the Winter Term out of 118, and 103 days out of 112 in the Summer Term. During the year 2,416 different pupils were in the schools, or 1 in 4.37 of the population. Very neat and commodious school-houses were erected in New Cumberland, Middle Cornwall, Riverdale and Union sections, (the four Sections referred to before) during the year, in all of which there are schools the current term. 1st Peninsula, Pine Plain, Meisner's Branch Section, Lunenburg Co., and West Caledonia Section, Queens Co., enlarged and extensively repaired the buildings, making them very comfortable, and much more commodious.

As intimated in my last report, schools were opened some portion of the year in the new buildings at Vogler's Cove East, Deep Cove, North-West Cove, Little Tancook Island, Rynor, Crouses, Nineveh and Germantown.

When the Certificates and Memos were issued in May, the Trustees were requested to give special attention to repairing and cleansing the school-houses and outbuildings during the Summer Term. It affords me pleasure to state that a great many of these officers responded, and fully four-fifths of all the school buildings were thus cared for—several of them being quite extensively repaired. It would take so much space here to particularize, I must ask reference to my "Notes of Inspection," through which you will discover what Trustees were interested in the health and comfort of the teachers and pupils, as well as those that were careless and indifferent in that respect. At the last annual meeting, Gold River, Martin's Point, Ritcey's Cove and Fancy's Sections acted upon the suggestion of the Board of Commissioners, and decided to build next summer, making liberal provision for that purpose. Martin's Brook and Upper Centre Sections have decided to enlarge and thoroughly repair their buildings, and provided funds for the same.

The forty-one (41) Graded Schools were, with few exceptions, successfully taught, and in an increased number of miscellaneous ones *good* work was done. I was much pleased to notice a growing interest in their studies by the pupils generally, accounted for largely by greater preparation for class work on the part of the teachers. I endeavor to impress upon the teachers the necessity of explaining fully, and simplifying every exercise, so as to bring the work within the capacity of their pupils. In this particular many are succeeding.

In April, E. H. Owen, Esq., the successful manager of the Lunenburg Academy, an efficient teacher of the High School Department for a number of years, was forced to sever his connection with that institution through failing health. He was an excellent disciplinarian, and well qualified to prepare teachers for their profession. His training in this respect is visible in nearly every school in the district presided over by his pupils, as they are generally distinguished by a greater degree of method in their work, and the good order maintained. M. I. Tuttle, Esq., his immediate successor, resigned the position at the end of the summer term, when the trustees succeeded in obtaining the services of H. H. McIntosh, Esq., late head master Shelburne Academy, who entered upon his duties the first week of the current term. He came to us highly recommended, and is fast proving himself to be "the right man in the right place."

The town of Lunenburg is growing so rapidly, that the accommodation for pupils of school age is again limited. The New Town school, which was intended to relieve the departments in the Academy, by training the children in it that were attending those schools from that part of the section, has 75 pupils enrolled (quite as many as any teacher should have), and yet some of the town departments are still crowded. There were 60 pupils more in the schools of No. 1 Section (town) the past summer term than a year before. The trustees and many of the leading rate-payers see the necessity for increased accommodation at an early date, and steps will be taken to provide it.

The Liverpool Academy continues under the supervision of Nicholas Smith, Esq., in whose department the usual amount of High School work was done, and with the same degree of thoroughness as formerly. The classes in Latin, Greek, Geometry, History (British and Universal) and Physics heard during my inspections acquitted themselves very creditably.

The scarcity of teachers prevented several of the larger sections having schools both terms, and could not fairly qualified persons have been found to supply the weak and scattered ones through permissive licenses. Several schools would have been closed entirely, as duly licensed teachers would not accept situations in them, when they were so eagerly sought after in sections able to pay large salaries. The same difficulty has arisen the current term—48 of those that taught the last term, and not teaching now, while only 25 of

those candidates at the stations in Lunenburg and Liverpool that succeeded at the July examination have taken schools, so that a large deficiency remains which has only partially been filled by those from other districts.

The attendance the past term was more irregular in many of the shore and country schools, on account of the special demand for the pupils at home. So many children in this district of school age are "bread-winners," that when an opportunity offers to aid their parents working in the fields, catching or curing fish, or picking berries, they are kept at home. From vacation until nearly the close of the term fish and berries were very plentiful, so that in particular localities the schools were deserted. I visited one with 82 pupils enrolled and found 7 small children present. This is mentioned here to account for the decrease in the grand total days.

The Returns were generally correct. Only five were returned during the year, and those to have the Trustees' signatures attached.

The Registers with few exceptions were models of neatness and accuracy.

Several Schools were supplied with one or more of the following Maps:—Dominion, Nova Scotia, Hemispheres, North America and Europe. In two instances large dictionaries and terrestial globes were furnished. I took maps with me to remote sections, and succeeded in placing ten (10) in the schools. There are a great many yet indifferently supplied with apparatus of every kind. It is to be hoped that some provision will be made whereby the Inspector will have more control over this department of the work; otherwise it will be a long time before the apparatus named by the Council of Public Instruction as requisite for successful school work, will be supplied by the Trustees.

The Course of Study was adopted in its entirety by most of the Graded Schools, and several of the Miscellaneous, while all the others are working into the general arrangement as speedily as the circumstances of the schools permit. The Oral Lessons required have not received that attention their importance demands, chiefly because the teachers have not the aids supposed to be placed within their reach by the Trustees.

The Manuals of the School Law were distributed, and greatly appreciated by the officials, whose duties are so plainly defined as to require little explanation. The change made which empowers the Inspector, under certain provisions, to call special annual meetings is an excellent one. Four Sections availed themselves of this provision, and held their annual meetings at a somewhat later date than the regular one, to the great satisfaction of all parties concerned The change which enables Trustees to call a meeting in any emergency, without recourse to rate-payers, is also good. In fact I notice no change made but what will be beneficial. There is a discrepancy between Section 24 and Section 31, Clause 4, which must have escaped the attention of the Revisors.

The "Act for Better Attendance at School" was overlooked by fully one-third of the Sections at the annual meeting, and no action taken. Several small Sections made it operative. A number had majorities in its favor, but not the two-thirds required, while the largest number opposed it. Lunenburg Town was the only large Section that accepted it. Much depends upon the manner in which it is worked by those Sections that made it operative, whether it will be generally adopted hereafter.

In closing this necessarily brief report, I feel justified in stating that *substantial progress* has been made in every department of school work during the past year. My Notes of Inspection, already forwarded, will supply the particulars regarding each school and Section visited during the year.

Thanking you for the promptness with which my communications have been answered,

I have the honor to be,

Your obedient servant,

T. R. PATTILLO,
*Inspector.*

DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

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## DISTRICT No. 3—SHELBURNE AND YARMOUTH.

A. C. A. DOANE, *Inspector.*

SIR,—I beg respectfully to submit my annual report of the schools in District No. 3 for the year ending October 31st, 1884.

The statistical tables shew that there has been no diminution in the number or general standing of the schools. In comparison with other years, there is an increase in the departments open, in the attendance of the pupils and in the branches taught; also an improvement in the results aimed to be secured.

There are now one hundred and thirty-six sections in the district —two more than last year. One of these, called Alton, was formed in a small settlement on the border of Yarmouth and Digby Counties. At the authorized time for the annual meeting the ratepayers assembled, elected trustees, and voted money for building a school-house as soon as practicable. The other, Brighton, was constituted by cutting off portions of three adjoining sections. Trustees were chosen at the annual meeting, and the erection of a school-house is contemplated.

The number of schools and departments during the winter term was 161, three more than in the same term of last year; and in summer 167, an increase of sixteen over the corresponding term of the previous year.

The number of sections having no school in winter was 20; in summer 19. Those having no school during the year were, in Shelburne county, three—McNutt's Island, Enslow's Point and Stoney Island. I visited the first named; urged those that could be met with to take measures for organizing by the election of trustees, and for the building of a school-house and the supporting of a school, and then left notices for the annual meeting, which they were especially requested to attend. I was subsequently informed that no action whatever was taken to attain these objects. The second is a sparsely settled section, and it is only occasionally during winter that a school can be maintained. In the third, the taking down of the old school-house and the building of a new one, which was not completed in time for the summer term, prevented the keeping of a school any portion of the year.

In Yarmouth county, also three—Somerville, East River and Morris Island. The first has but few residents, not sufficient to sustain a regular school, and the others are not yet provided with school-houses. Arrangements are being made for building as soon as circumstances will permit.

The number of pupils registered in winter was 7392, an increase of 164; in summer 7062, a gain of 291. The number of different pupils for the whole year was 9023, an increase of 59, shewing that more were in attendance some part of both terms than usual heretofore. The number of days all schools were in session was, in Winter, 107.9; in Summer 105.5. The grand total days attended by all the pupils in Winter were 486,687, an increase over same term of last year of 9,637; and in Summer, 448,166, an increase of 7,202. The number daily present on an average for the two terms respectively, were 4524, and 4472. The number from 5 to 15 years of age not at school, first term, 1420, more than last year's term by 35; second term 1631, more by 326. These with the increased number in attendance, indicate a larger number of children in the District than heretofore reported, The proportion of popultation at school during the year, was 1 in 4·03. The foregoing statements prove that in most Sections schools have been sustained, that the number of registered pupils exceeds that of either of the four previous years, that the average attendance is greater, and that the rate of population at school is gradually increasing.

## No. and Grades of Teachers.

| | Winter. | | | | | Summer. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | A. | B. | C. | D. | Total. | A. | B. | C. | D. | Total. |
| Males | 3 | 21 | 13 | 5 | 42 | 3 | 12 | 7 | 4 | 26 |
| Females | | 12 | 54 | 55 | 121 | | 15 | 59 | 67 | 141 |

| | Winter. | Summer. |
|---|---|---|
| No. of Teachers in same Section as previous term | 81 | 101 |
| No. of Teachers removed to new Sections | 54 | 35 |
| No. of new Teachers | 27 | 18 |

AVERAGE ANNUAL SALARY OF TEACHERS INCLUDING GOVERNMENT GRANT.

| | Males. | | | Females. | | |
|---|---|---|---|---|---|---|
| | A. & B. | C. | D. | B. | C. | D. |
| Shelburne Co.... | $413.43 | $320.71 | $228.00 | $285.00 | $235.50 | $180.30 |
| Yarmouth Co.... | 499.28 | 342.40 | 282.00 | 332.50 | 283.75 | 183.94 |

| | Shelburne. | Yarmouth. |
|---|---|---|
| Amount voted for School purposes at last Annual Meeting..... | $6976 | $18723 |
| Amount voted for Building and Repairs..... | 530 | 548 |

Four new school-houses have been completed. One at Stony Island, designed for a graded school, has two apartments each about 23 by 26 feet, spacious lobbies with the usual conveniences, suitable desks and seats of approved pattern, and other appliances that will largely tend to facilitate the work of teachers. Both departments are occupied this term, and the attendance is large. Another at North East Harbor about 28 by 34 feet, with one apartment for a miscellaneous school. It is substantially built, nicely furnished and has been used for school purposes the past term. A third at Port Saxon, 23 x 32 feet, it is also well and appropriately furnished. The fourth at Villagedale, 23 by 30 feet, is nicely furnished and well fitted to suit the requirements of pupils of different ages and sizes. Repairs have been made and new furniture procured in a few others, so that, on the whole, the school-houses throughout the District are mostly in good condition. It may be further stated that improvements have been effected in the Academic building at Yarmouth and that an apparatus has been provided for heating the several rooms by steam generated in the basement.

The Academy at Shelburne was continued under the official management of H. McIntosh, Esq., until the close of the Summer Term. Those of his pupils that attended the examination for teachers proved, by their success, the thoroughness of the instruction they received. The teachers of the subordinate departments also performed the duties assigned them with much ability, and the grade exercises of the pupils evinced decided improvement.

The Academic Institution at Yarmouth is also in a prosperous condition. The Head Master is indefatigably devoted to his professional work. His careful supervision of all the departments, the systematic grading he adopts, the thorough training that he aims to secure, and the rigid test examination for promotion which he enforces, tend to the best results, and admirably qualify the pupils for the High School work in which he effectually instructs them. In addition to the usual branches considerable attention is given to the study of the French and German Languages and to English Literature, in which some of the pupils have acquitted themselves very creditably.

The other teachers of this institution labour with earnestness in their own departments, thus securing continuous progress throughout the whole.

The school at Milton, with seven departments and a superior staff of teachers, is most efficiently conducted, well graded, and in its advanced department the branches of a High School are regularly taught.

The Lower Town School is also suitably graded, having six departments, and the work of each is effectually performed.

The school at Lockeport merits special mention as, besides the higher branches of the Common School Course, instruction is given in most, if not all, of the branches taught in many of the County academies. The head teacher is most unceasing in his efforts to advance the educational interests of his pupils, and to infuse into them a desire for intellectual advancement corresponding to the general progress of the locality in civil affairs.

The graded schools of the Passage Head and Hibbard's Brook Sections in Barrington may well be referred to, in each of which the instruction imparted is of a superior character. Several of the pupils obtained licenses, one of the first-class, at the last examinations for teachers; and others are preparing to test their fitness next year.

In Yarmouth County, apart from the Town Schools, the most important graded are Hebron, Ohio, Maitland and Tusket schools, in all of which the advanced branches are taught. Much ability is displayed in the methods of instruction and commendable improvement is manifest among the pupils.

It would seem only just that special recognition should be given to such graded schools as those mentioned, as in them much of the work of higher institutions is performed.

The schools in the Acadian French Sections have been much improved and, almost without exception, have been sustained throughout the year. The attendance is better than in most other Sections. Six of them are graded, two at Pubnico, one at Eelbrook, and three at the Wedge. Those taught by the Sisters of Charity of St. Peter's Convent at Pubnico, and St. Anne's Convent at Eelbrook, are admirably conducted. Instruction in the several branches of the Course of Study is given in both the French and English Languages. Excellence in writing, map-drawing and linear-drawing were specially noticeable; and in the other subjects of the course the pupils displayed a ready aptness that plainly indicated the careful training they had received. Another marked feature was the polite behaviour of the scholars both in and out of school, an evidence of refinement worthy of imitation in many other sections.

The supply of teachers who can speak and teach in both French and English is being augmented, four persons having received licenses at the Normal School last Spring, and six others, from the schools above named, at the Summer examinations. From these the schools are being supplied this Winter without having recourse to permissive licenses. We trust that hereafter the latter will seldom be required.

Of books and apparatus I am happy to report more favorably than heretofore. Many parents are seemingly being convinced of the necessity of providing these aids to knowledge for their children, hence the supply is rather better. Trustees also are awakening to a realization of the special need of more and better school material so that in some instances, text books for teacher's desks, good sized wall maps and improved black boards, have been procured.

The new grammar is now in use in most of the schools. Sometimes it is put too soon into the hands of children, and they are required to memorize much more than is necessary. Many teachers have been requested instead of pursuing this method, to impart such oral instruction as suggested in the first part of the text-book and gradually lead pupils into a knowledge of the practical utility of the subject before requiring them to take up the more advanced portion. The New History of England will, it is anticipated, prove well adapted to the purpose for which it is designed. If a similiar change were made in the Geographies, including the general subjects of both now in use into one of medium size, with more map surface, it would lessen expense and possibly be more satisfactory as a text-book.

The Course of Study is being more carefully followed. Some of the teachers still persistently refuse to recognize its utility or follow its grading. Those that do adopt it usually have the better schools and the several branches are more uniformly taught. In many instances reading is in advance of other grade work and arithmetic behind. Oral lessons are not so well prepared or frequently given as requisite, though in some instances the subjects are intelligently studied and arranged, and the lessons are rendered very instructive. Considerable attention is paid to outline drawing and evident improvement both on the part of teachers and pupils is seen each successive term. Smith's Manual is now almost wholly in use. The supplying of Trustees with the new School Manual just before the Annual Meetings proved of essential service, enabling ratepayers to decide matters at issue in regard to schools without difficulty. The Act relating to compulsory attendance was adopted in about one-third of the school Sections. It appears to have a salutary effect, for though no prosecutions have occurred, yet it reminds parents of what might happen if they neglect securing for their children the means of education afforded.

I have the honor to be, Sir,

Your obedient Servant,

A. C. A. DOANE.

To David Allison, Esq., Ll. D.
*Superintendent of Education.*

## DISTRICT No. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, *Inspector.*

SIR,—

I have the honor to submit the following Report of the state of the Public Schools in Inspectoral District No. 4, for the year ended October, 31st, A. D., 1884.

The number of Sections in this Inspectoral District is oue hundred and seventy-eight, being one less than number last reported. The decrease occurred in the District of Digby in consequence of the union of Powell and Hibert Sections on Long Island, by order of the Board of Commissioners, on petition of the rate-payers. It is expected that the united Section will now be able to maintain an efficient school throughout the year. The rate-payers at the last annual meeting voted sufficient funds to provide accommodation suitable to the needs of the Sections.

In the matter of apparatus a deficiency exists. Trustees and rate-payers in many Sections are backward in providing apparatus, which is essential to the successful working of the school. In view of the fact that a large proportion of the funds by which the public schools are maintained is derived from the Government and County grants, it is essential that the Legislature, which originated these grants, should provide means by which the best possible results may be derived from such a large outlay of public money. An enactment should be passed, whereby Sections could be compelled to provide a certain specified quantity of apparatus. This could be accomplished by empowering the Superintendent of Education, through the Inspectors of Schools, to provide the neccessary apparatus in cases in which a deficiency exists, and deduct the cost thereof from the County Grant.

With few exceptions the teachers have done creditable work during the year. As a class, they possess a fair measure of skill, and have been tolerably sucessful. A few appear to possess but little aptitude for imparting instruction, there are others who possess this faculty in a high degree, and as a result, have performed work of an eminently creditable character. To mention names might be invidious. A discriminating public soon finds out those who are deserving of praise and patronage.

The practice which prevails in some sections of changing teachers every term or year, is much to be regretted. In some instances such a course may prove beneficial to the Section, but it frequently results in sending teachers of acknowledged merit to schools that are suffering from the evil effects of former injudicious methods of instruction, or to schools wherein the pupils, although successfully taught by the previous incumbent, may be materially retarded while forming the acquaintance of the new teacher and his method of procedure.

Another circumstance militating against the success of our school

system, is the comparatively short period of service of a great majority of the teachers. As soon as the experience and skill necessary for achieving success are obtained, teachers as a rule seek other spheres of labor. We have not to look far in order to obtain a satisfactory reason for this, the frequent changes made by Trustees, but more particularly the low salaries which their services command, have a disheartening effect upon teachers, and cause them to seek in other vocations a more adequate reward. Trustees and rate-payers as a rule do not discriminate sufficiently between experience and inexperience, between aptitude in imparting instruction and maintaining discipline, and the lack of those important elements. Teachers of experience and skill are often obliged to compete at too great odds with those having no experience. It cannot be expected that Trustees can long retain the services of the best talent in the profession at the low salaries now paid in most Sections. These remarks have been elicited in consequence of the facts disclosed in Table IX of the Statistics for the year, showing the average annual salaries of teachers in the different grades, but more particularly in the abstract upon which that table is based.

Although the number of applicants obtaining licenses to teach at each yearly examination is comparatively large, yet this number scarcely suffices to fill the places of those leaving the profession. In consequence of this I have been obliged in the interest of the public to recommend the granting of several "permissive licenses." The holders of them, with one or two exceptions, have given satisfaction to the Sections where employed, and as far as my inspection would permit me to judge, have discharged their duties as creditably as could reasonably be expected.

The Course of Study has been adopted with satisfactory results in the graded schools of this District. In the miscellaneous schools, however, but few of the teachers have succeeded in adopting it as a whole. Some teachers use it as a guide in the classification of their schools. It is found in many schools that pupils are reading in books one or two numbers in advance of what their knowledge of the subject demands, and that they have been pushed forward too rapidly in proportion to their acquirements in other branches. When this is the case teachers find difficulty in adopting the classification required by the Course of Study, inasmuch as most parents look with disfavour upon any attempt to put their children back to their proper position. In these cases I have urged upon teachers the necessity of giving much attention to those branches in which pupils are deficient, and by this means gradually bring the classification of their schools up to the standard prescribed. It is to be feared, however, that the difficulty mentioned will continue to exist to a greater or less extent, while so large a proportion of the schools are in charge of inexperienced and untrained teachers.

In the matter of studies pursued in the schools it is necessary for me to report that,

*Reading*, though first in order, does not receive that attention in

many schools which its importance demands. The amount of time spent upon this branch by teachers and pupils is very considerable, quite as much perhaps, as should be bestowed upon it. The quality of the work done, however, is in some cases quite inferior. Little attention is paid by some teachers to the correct and distinct enunciation of all the sounds contained in the words uttered. Emphasis, inflections and the other essentials of good reading, are not receiving at the hands of the teachers referred to, that attention which should be bestowed upon them. *Words* are read by their pupils, not the *thoughts* which those words are intended to convey. I have always urged upon such teachers the importance of attending to the essentials as soon as pupils begin to learn this branch. If this were attended to, as it should be, there would be no cause to complain of pupils being found reading in books too far advanced for their acquirements. Before passing to another subject, permit me to do justice to a number of the teachers of this District by saying that this important branch receives due attention at their hands, and that the pupils under the charge of a few of the teachers are being trained to a high state of proficiency in the particulars above mentioned.

*Spelling* is fairly well taught in most schools, although written dictation exercises do not form as important a factor in daily school work as we could wish. There is a tendency on the part of a few teachers to substitute a small dictionary in the place of the prescribed spelling book, a practice of which I have invariably disapproved for obvious reasons.

*Writing* engages the attention of a large proportion of the pupils. Beatty's and the Royal Series of Copy Books are in general use, having almost entirely superseded Payson, Dunton & Scribner's Series. A few teachers succeed well in teaching this branch. In many schools the pupils receive but little instruction in regard to the elementary principles which enter into the formation of letters, and are obliged to depend almost solely upon the copy before them.

*Arithmetic* is taught in a satisfactory manner in a fair proportion of the schools. Some teachers, however, do not ground their pupils sufficiently in the *principles* of the science. In these cases I have found no proper classification of pupils, and little or no use made of the black-board.

*Geography.* I find that a considerable proportion of the teachers have a mania, when using Calkin's advanced text-book, for beginning at North America. That most interesting, attractive and useful part of the work devoted to the "Earth as a Planet," and to "Physical Geography," which deservedly occupies the first and most prominent place in the text, receives much less attention than its importance demands. I have endeavored to impress on the teachers referred to, the necessity of giving these subjects that prominence which the author intended. This subject properly taught demands from pupils considerable thought and not a mere effort of memory, such as is usually required in the attempt to learn names of places and descriptive facts.

*Drawing*, to a greater or less extent, is undertaken in most schools. More than half of the pupils registered are reported as having received instruction in this comparatively new department of common school study. As a large majority of the teachers have never received instruction in this branch, it cannot be expected that the work done is faultless. During the past two years since the Course of Study has been prescribed, nearly every school in this District has been supplied with a copy of the Manual of Drawing, with the result above indicated.

*Grammar.* Not one-half of the pupils registered are reported as studying this branch. The new text-book now being introduced will, it is hoped, be the means of materially aiding young teachers in giving the elementary oral instruction, which should precede the use of the text-book.

In regard to the French schools of this District, I have but little to say in addition to what was contained in my last report. The progress of the pupils attending these schools is necessarily slower than that made by the pupils attending the English schools. It could not be otherwise, since both languages must be taught. Several of these schools are far too large for one teacher, even with the aid of an assistant, to manage successfully. I have been urging the necessity of grading these schools, but without practical results thus far. It will shortly become my duty, if it is not so already, to lay the matter before the Board of Commissioners, and ask its assistance to aid in attaining the desired object.

The daily attendance at school was a little better than it had been in the past. The percentage of enrolled pupils daily present was 60.4 during the Winter Term, and 60.1 during the Summer Term. The number of children between five and fifteen years of age reported *not at school* in sections having schools, was 1435 for the Winter Term, and 1262 for the Summer Term, being *nearly two hundred less* than the number reported for the previous year. The attendance of pupils, as well as the condition of the schools generally, is better in Annapolis than in Digby County, although there are a few schools in the latter County which rank on an equality with the best schools in the former.

"The Act to Secure better Attendance at Public Schools," which had been adopted in some sections, is doubtless the cause of the increased regularity in attendance. The Act, however, is not receiving that attention which was anticipated. At this writing I have received the minutes of the last annual meeting from forty sections only in this District. On examination I find that at thirty-nine of these meetings the resolution in schedule A was not submitted to the voters present, and that in the fortieth instance it was submitted and adopted unanimously. In a few other cases it has come to my knowledge that the Act was adopted, but as to the exact number of sections in which it is now in force, I am at present unable to report, for the reason above stated. The results above indicated cannot justly be taken as an indication of the unpopularity of the measure,

but must be attributed largely to failure of the proper party to submit the same to the judgment of the rate-payers. I am persuaded that the Act would be adopted in a large majority of the Sections, if properly explained and submitted to the annual meetings. The provisions of this law are so reasonable that they should be made compulsory in all cases.

The County Academies at Annapolis and Digby have been in charge of Mr. Alexander McRae and Mr. W. H. Magee respectively. As these institutions have been visited and examined by yourself during the year, it is not necessary for me to report specially upon their condition. The attendance from outside sections is no larger than that formerly reported. In view of this it cannot be claimed that these institutions are fulfilling the expectations of those instrumental in their establishment.

The Teachers' Association held its annual meeting at Bridgetown on the 1st and 2nd days of May. The attendance was good, and the interest maintained throughout each session. Interesting and creditably prepared papers on the following topics were read, viz.: "A Theory of School Government," by Mr. J. Alonzo Banks; "Negative Duties of the Teacher in regard to his Health," by Mr. M. H. Clarke; "Progress—the Watchword of the Teacher," by Mr. Lenfest Ruggles; "School Management," by Mr. W. E. Reade; and "Construction and Advantages of Time-Tables," by Mr. W. Lloyd McGregor. An Object Lesson on "The Oyster" was given by Miss Augusta L. Palfrey to a class of pupils in a manner which elicited well-merited praise from the teachers present. Mr. A. D. Brown also gave "An Illustrative Lesson" on the combustion of a burning taper, with some original experiments, from notes prepared by Miss Susie Bonnyman (now Mrs. Fellows), who was unable to be present to give the lesson in person owing to illness. This lesson was one of the most interesting features of the Association. The prompt manner in which the various subjects brought before the meetings were discussed, was creditable to all concerned. The presence and active co-operation of the Superintendent of Education was much appreciated. At a public meeting held under the auspices of the Association, some of the educational problems of the day, connected more particularly with the public school system of the Province, were discussed by the learned Superintendent in such a manner as to create a most favorable impression on the minds of his audience.

Among the topics incidentally brought before the Association was that relating to the right of teachers to inflict corporal punishment. This subject was brought up in consequence of the fact, that, within a few years, several cases have occurred in which teachers have been summoned into the Magistrates' Courts, and, as was thought, wrongfully fined for inflicting that corporal punishment which they considered necessary and proper for the preservation of order and discipline. As a result of these cases, an erroneous impression is prevailing in different communities with respect to the teacher's powers in this regard. Inasmuch as the teacher *has* the power to inflict such punishment within reasonable limits, it was decided by

the unanimous voice of the Association that the Legislature be petitioned to provide a tribunal for the trial of cases of this kind, of which the judge shall be cognizant of the principles of the common law applicable thereto, and more competent to weigh the evidence and mete out justice to the parties concerned than some of the magistrates now holding office.

The subject of increasing the efficiency of the Normal School was also brought forward and urged upon the attention of the Association by Mr. W. H. Magee, a graduate of that institution, who argued that too much prominence was now given to the preparation of candidates for examination, and that, as a consequence, the legitimate functions of a normal school—the training of teachers in the art of teaching—could not, under present conditions, receive sufficient attention. A resolution moved by Mr. Magee to the effect that the proper authorities be requested to raise the entrance examination to the Normal School, and thereby cause the attention of the teachers in that institution to be given more exclusively to instruction in the art of teaching, and to grant to teachers graduating therefrom an extra allowance from the public funds, received the assent of the Association.

The new school Manual lately issued has been mailed to every Board of Trustees, as directed. It will supply a want long felt, inasmuch as some Sections had been for some time without a copy of the law.

The duties of my office have kept me busily employed during the year. In a few cases I have been unable to inspect schools in consequence of their not having opened for the term, or having closed previous to my tour of inspection in their vicinity. During the Summer Term I was obliged to pass by one school, that at Dalhousie East, in consequence of the remoteness of the school-house, the bad state of the roads, and the shortness of time at my disposal. For more detailed information on the subject of inspection you will please turn to my Notes of Inspection and Monthly Reports for the year.

As some dissatisfaction exists among teachers of miscellaneous schools in regard to the seeming discrimination against them with respect to the summer vacation, I would recommend that the privilege now accorded to teachers of graded schools, with consent of Trustees, be made universal. Some Boards of Trustees would gladly grant the extra weeks, and teachers generally would be satisfied.

I have the honor to be, Sir,

Your obedient Servant,

L. S. MORSE.

DAVID ALLISON, ESQ. LL. D.
*Superintendent of Education.*

## DISTRICT No. 5.—KINGS AND HANTS.

COLIN W. ROSCOE, *Inspector.*

SIR,—

Three-fourths of the schools in the Counties of Hants and Kngs are miscellaneous schools. One teacher only is employed in each of them, except in rare instances an assistant is procured to teach some of the more elementary classes. The work in many of these schools covers the entire "Common School Course," and not infrequently includes part of the "High School Course." It is difficult indeed to so classify such schools as to do the most and the best work under the circumstances. I find those conducted most nearly in accordance with the "Prescribed Course" accomplishing the best results. Some teachers say it is *impossible* to adopt the Course. Others have been gradually grading up until they are fairly running under it. These have *classified* and *re-classified*, reduced the number of reading classes, grouped together, so as to suit the arithmetic, reserved time for oral instruction, and in short adopted the "New Course" as a guide for easy and successful work. Such teachers give their opinion decidedly in favor of the "Course of Study." Teachers who are willing to lay themselves out to adopt it will be well repaid for their efforts; while those who are contented to let the school drift as aforetime, must soon take a back seat. Trustees are not slow to recognize the vast difference between the former and the latter class of teachers. It is being admitted on all sides, that the teacher who takes time at the outset to plan his work, and does it systematically, will prove most useful in any kind of a school. The amount of work done in some schools, under very unfavorable circumstances, is really marvellous. After doing all the regular school work, fragments of time, and time after school, are devoted to the preparation of candidates for licenses. These candidates generally succeed, because the teacher means "business." He does not beat the air. He hits the mark each time. All his work counts, because he has an aim in view. The value of such a teacher is not easily computed. I have some poor miscellaneous schools, but I have many excellent ones. As a whole they are good.

More is expected from the graded schools, and more is done in them. The salaries paid are in advance of those paid in the miscellaneous schools: and more time is allotted to each branch of study, so that teachers regard it quite an advantage to obtain a situation as principal of one of these schools. Often times they are held up as a reward to the faithful. As soon as a teacher makes a name for himself, his services are sought for some position in the higher schools. The fact that there are not more of these desirable situations, with good salaries attached, accounts for so many of the best teachers leaving and going to Halifax and Yarmouth, where better inducements are offered. The number of graded schools in Kings County

for the past Winter Term was 12, representing 27 departments. These were: Somerset, Berwick, Waterville, Kentville, Canning, Wolfville, Lockhartville, Woodville, Harborville, Sheffield's Mills, Upper Canard and Gaspereaux. The last five were conducted as miscellaneous in summer, and Hants Border was added to the graded schools, making 8 for the term, with 19 departments. Kentville has 4 departments, Wolfville 3, and the rest 2 each.

Hants County had 13 graded schools in Winter, representing 33 departments. These were, Windsor, Falmouth Centre, Hantsport, Avondale, Brooklyn, Summerville, Cheverie, Shubenacadie, Rockville, Maitland, Upper Selma, Lower Selma, and West Noel. Brooklyn and Lower Selma had miscellaneous schools in Summer, and Maitland and Hantsport added one department each. Thus there were 11 graded schools in summer and 32 departments. Windsor has 8 departments; Hantsport, 5; Maitland 3; and the rest 2 each. Harborville has the only graded school on the North Mountain, in Kings County. Summerville and West Noel were added to the list of graded schools in Hants County for the past year. Poplar Grove will grade its school for the ensuing Winter. These schools follow the Course of Study pretty closely and find it well adapted to their wants. There can be no doubt that its provisions were a necessity and a more rigid adherence to them would be an improvement.

## WINTER TERM.

### Kings County.

| | |
|---|---|
| No. Schools in session... | 105 |
| Pupils Registered..... | 4613 |
| No. Teachers employed.. | 110 |
| No. Assistants " .. | 2 |
| Attendance (days)..... | 293215 |

### Hants County.

| | |
|---|---|
| No. Schools in session... | 104 |
| Pupils Registered..... | 4462 |
| No. Teachers..... | 105 |
| Attendance (days) .... | 277838 |

## SUMMER TERM.

### Kings County.

| | |
|---|---|
| No. Schools in session... | 109 |
| Pupils Registered..... | 4416 |
| No. Teachers employed.. | 112 |
| Attendance (days)..... | 256515 |

### Hants County.

| | |
|---|---|
| No. Schools in session... | 112 |
| Pupils Registered..... | 4922 |
| No. Teachers employed.. | 116 |
| No. Assistants..... | 2 |
| Attendance (days)..... | 289956 |

### Classification of Teachers.

#### Kings County.

| | Winter. | | | | | Summer. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | A. | B. | C. | D. | Total. | A. | B. | C. | D. | Total. |
| Male..... | 1 | 17 | 23 | 5 | 46 | 1 | 8 | 9 | 1 | 19 |
| Female..... | 0 | 1 | 33 | 29 | 63 | 0 | 2 | 48 | 43 | 93 |
| Total..... | 1 | 18 | 56 | 34 | 109 | 1 | 10 | 57 | 44 | 112 |

HANTS COUNTY.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Male..... | 1 | 17 | 10 | 3 | 31 | 1 | 16 | 8 | 2 | 27 |
| Female..... | 0 | 4 | 43 | 27 | 74 | 0 | 4 | 48 | 37 | 89 |
| Total..... | 1 | 21 | 53 | 30 | 105 | 1 | 20 | 56 | 39 | 116 |

*Schools.*—The schools, with few exceptions, have been regularly and well conducted. The kind of school depends very much upon the kind of trustees which the Section elects. Those having children to educate, and thus having a direct interest in the school, will exert themselves to provide a good school for the Section. A great mistake of to-day is the carelessness with which trustees are selected. Elect good men as trustees, and in most cases good teachers and good schools will be the result. Every variety of school is to be found in this District, from the one composed of 20 colored children to the graded school of 8 departments; giving instruction to 500 children. The two weakest of these are Pine Woods, in Kings County, and Five-Mile Plains in Hants. Special aid is granted these colored schools from the County Fund. The former had school 9 months and the latter 6 of the past year. In these are taught the elemements of geography and grammar, in adddition to reading, writing and arithmetic. The two strongest are the academies in Kentville and Windsor. The academic department of the former was in charge of Mr. G. W. Dill from Nov. 1st till Christmas, and for the remainder of the winter Mr. John F. Godfrey taught it. Mr. Angus McLeod taught for the Summer. He has proved to be an earnest and thorough teacher, and is to be continued for next year. Saould the trustees and parents sanction his authority and encourage him in his efforts, he will not only *sustain*, but will *advance*, the standard of the academy. Mr. H. C. Elliott has been principal of the academic department of Windsor School throughout the year. He has won the good opinions of his pupils and the people of the town who have formed his acquaintance. His co-workers prized highly his efforts for the discipline and advancement of the various departments of the school. One of his pupils secured an exhibition at the entrance examination of Dalhousie College. I regret that impaired health compels him to resign the principalship for a time. The fear of making too extended a report prevents a special reference to each school meriting such notice. The number of Sections having no school for any part of the year was, in Kings Co., 6, and in Hants 4. Eighty-three schools in Kings Co. were in session for more than 100 days for each term of the year. Hants Co. had 97 in Winter and 95 in Summer that exceeded 100 days each.

AVERAGE ANNUAL SALARIES, INCLUDING GOVERNMENT GRANT.

| | MALES. | | | FEMALES. | | |
|---|---|---|---|---|---|---|
| | A & B. | C. | D. | B. | C. | D. |
| Kings Co..... | $466.62 | $333.00 | $242.50 | $300.00 | $244.60 | $160.00 |
| Hants Co..... | 440.32 | 316.00 | 240.00 | 335.00 | 238.00 | 164.66 |

Kings County voted for ordinary school purposes, at the Annual Metting in September, 1883, $13,559.00 and for building, &c, $2,049.00. The County School Fund for the year was, $7,040. Total expenditure, $22,488.00. Hants County at the same meeting, voted for school purposes $16,751.00; and for building, &c., $2,262.00. The County Fund amounted to $7,007. Total expenditure for the year, $26,020.00.

*School Buildings.*—The usual amount of repairs has been put upon the school houses in Kings County. Harborville has increased its accommodation by the addition of a new room. West Hall's Harbor has built and has a school in operation for the winter. This Section has been unwisely managed by the Trustees. The house was burned in 1877, and I had the Section on the point of building two or three times but all fell through. Last Spring they started in earnest and now a house is completed. They receive $50.00 from the County Fund, as aid to build, in accordance with Section 92, School Act. The loss of a school for the past seven years cannot be estimated as nothing can compensate those young persons deprived of it. I hope the experience may prevent the Section from doing without a school for any part of the next seven years. The people of Midford having lost two school houses by fire have shown their zeal in the cause of education by building a third. The house is a good one and will meet the requirements of the Section. Rockland has shingled, plastered, seated and painted the school house, much to the credit of this weak section.

*Hants County.*—The school houses at 3 Mile Plain, Martock, S. Waterville, Mt. Uniacke, 5 Mile River and Milford have been repaired, finished, and thus much improved. Brooklyn and Poplar Grove have each added a new room and will have graded schools this Winter. The house at Urbania was burned at midsummer. The people there are to be commended for promptness in building. It is intended to have a house ready for school after the Xmas vacation. East Uniacke, by the aid granted by the Commissioners and their own exertions, hope to have a house in readiness for a summer school.

Burlington has voted money and will build a house for a graded school, during next summer. At Hantsport and Windsor more accommodation is needed to provide for the increased attendance.

*Sehool Sections.*—The number of Sections in Kings County remains as last reported, 106. One has been added to those of Hants during the year, the number is now 99. The School Commissioners are cautious not to increase the number of Sections unless thereby the advantages of a school shall be brought within access of children otherwise not provided for. The new Section created in East Hants includes a manganese mining district at Tennycape. This property was worked some years ago and partially abandoned till the present owner, J. N. Stephens, purchased it and renewed mining operations. The mines now produce $15,000 to $20,000 worth of manganese annually. To this secluded spot several miners have moved with their families, and a school became a necessity. The Board of School

Commissioners appointed a committee to examine the locality and report upon the advisability of forming a new school Section at the mines. This committee recommended, and the Board almost unanimously adopted the report and erected, provisionally, the new Section. The sanction of the Council of Public Instruction has been given to the matter, and a school is now in operation.

*School Act.*—The School Act, revised during the summer and published in pamphlet form, was addressed by me, as you directed, to each secretary of trustees and each school commissioner in my District. This supplies a long felt need. The law has been improved by the re-writing in plainer language of several sections heretofore misunderstood. There are still some other passages which need to be treated in the same way to be well understood. The school law should be so plain that he "who runs may read." Complaints are heard on every hand that the law cannot be obtained. Every teacher and candidate for license should have a copy of it. If it could be purchased half the rate-payers would have it. After it has been distributed gratuitously to all for whom it is intended, I would suggest that it be put on sale in the principal bookstores in each County.

*Teachers' Association.*—The Association was organized in 1879 in Kentville. In 1880 the teachers of Hants united with those of Kings, and since that date the meetings have been held alternately in Hants and Kings Counties. Kentville, Windsor and Wolfville have been the places of meeting. Hantsport has been chosen for the next meeting. The sixth annual meeting was held at Kentville on the 16th and 17th of October last. Forty-nine enrolled as members, others attended. Papers were read as follows:—

School Organization.....B. C. Munro.
Moral Training.....C. H. Fullerton.
Classical Studies.....Angus McLeod.
Teacher's Qualification.....Daniel Brehant.
Physical Geography.....H. C. Elliott.

Illustrative lessons were given on:

The Margins of Leaves..by Miss K. A. Grierson.
Equations.....by A. McLeod.
Geography.....by J. A. Grierson.

The papers and lessons were all good. Professor Eaton of the Normal, was present, and introduced the subject of Arithmetic in a short address. The discussion upon this and the papers read was of a practical character, and must prove of use to teachers in their future work. The Association is much indebted to Dr. Allison, Superintendent of Education, and Professor Eaton, for their presence, friendly interest in the teachers' work, and timely addresses during the discussions, at all the meetings. A public educational meeting was held in Chipman's Hall on the evening of the 17th. Rev. Mr. Lane, of Canning, the Superintendent of Education, Dr. T. H. Rand and Rev. Mr. Kierstead, Professors in Acadia College, addressed the

teachers. They can consequently afford to teach, and do teach, for much lower salaries, and thus drive the males out of the profession. It would, however be unjust to the merits of some of the female teachers under my supervision, did I not bear testimony to the excellence of the work done by them. Miss Roy, who conducted the Preparatory Department of Guysborough Academy for a number of years, deserves special mention. She vacated this situation this fall, and in her departure the Academy has lost the services of one of the best female teachers in the Province. The Sisters in charge of St. Bernard's Convent School, Antigonish, are giving the best satisfaction, and are sustaining, in a very creditable manner, the reputation which their Order has earned wherever it has been established. Facts speak more eloquently than words. They had opened school only nine months before the last Teachers' Examination, at which fourteen of their pupils applied for licenses. Eight of these were candidates for Grade C, every one of whom succeeded with good averages. Several of their pupils are now preparing for Grade B.

Respectfully submitted,

R. McDONALD.

DAVID ALLISON, ESQ. LL. D.
*Superintendent of Education.*

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## DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

M. J. T. MACNEILL, *Inspector.*

SIR,—

I beg leave to submit the following report of the state of the schools and educational matters in District No. 7, for the year ended 31st October, 1884.

In table I. I have again left the number of Sections in Cape Breton County at 130, there being twelve Sections which seem to exist only on paper. A few, indeed, do not appear to enjoy even that precarious existence. Some appear on the apology for a book of records I have in my possession, with a name and number, but no description, and most of these I am unable to locate; others are represented there neither by name nor number. The numbers of the real or imaginary sections are: 16, 19, 24, 57, 63, 72, 78, 92, 111, 115, 116 and 125, and I should feel obliged to any person who would furnish me with any information concerning them, as it might assist me in making out a new list. On the other hand, there seems to be just twelve sections bearing *half* numbers, which leaves the number of *operative* sections at the figure stated. On this basis there were 29 sections without school during the year. Among the above are not included Victoria Bridge, No. 83½ (Grand Mira), which was laid off during the year, and only organized at the last annual meeting,

and "Lake View," No. 12½, near Big Glace Bay, which still awaits the sanction of the Council of Public Instruction to make it a corporate Section. In this proposed section school was held last Term in virtue of Section 17 of the Public Instruction Act.

In Richmond County, after lopping off the seemingly dead limbs, Nos. 7, 41, and 64, there still remain 70 active members. This mode of counting would only leave three Sections as having been without school during some part of the year—the number placed in the table referred to. Two Sections, Grand Grave, No. 62, and St. Esprit, No. 31½, had school this year for the first time, and D'Escouse, No. 11, opened a second department.

In order to make comparison with the previous year more convenient, I extract from the statistical tables a few of the items of most salient interest.

*Cape Breton.*—In the first, or *Winter* Term, there were 128 schools in operation, being the same number as the corresponding term of 1883; the number of pupils registered was 5,910, as against 5,551; the grand total days' attendance 376,246, as against 330,056; the average daily attendance 3,479.6, against 2,941.8. In the last, or *Summer* Term, the number of schools in session was 137, against 131; the number of enrolled pupils 6,361, against 5,958; the grand total days' attendance 355,858, against 310,665; and the average daily attendance 3,479, against 3,147.7. The total number of different pupils registered during both terms of 1884 was 7,268, or 1 in 4.3; in 1883 the number was 6,969, or 1 in 4.5 of the population.

*Richmond County.*—The number of schools open in Winter Term, 64, against 57 in 1883; the number of pupils registered 2,239, against 2,193; the grand total days' attendance 125,112, against 120,686; and the average daily attendance 1,140.6, against 1,120.6. Summer Term: Schools in operation 71, in 1883, 69; pupils enrolled, 2,472, in 1883, 2,719; grand total 134,405, in 1883, 145,842; average daily attendance 1,351.4, against 1,412.3 in 1883. The total number at school during the year was 2,854, or in 5.3 of the population, while the previous year showed 2,944, and 1 in 5.1. With two schools more there appears a falling off in the attendance the last term in this County as follows: Pupils enrolled 247, grand total 11,437; average daily attendance, 60.9,—enough to bring the balance for the whole year slightly in favor of 1883. In Cape Breton the figures show an increase in all the items quoted.

The following table will show the number of teachers of different grades and sexes, as compared with those employed during 1883:

CAPE BRETON.

| | Winter Term. | | | | Summer Term. | | | |
|---|---|---|---|---|---|---|---|---|
| | A. | B. | C. | D. | A. | B. | C. | D. |
| 1883—Males..... | 2 | 23 | 24 | 40 | 2 | 21 | 25 | 41 |
| " —Females..... | 0 | 1 | 19 | 19 | 0 | 1 | 19 | 22 |
| 1884—Males..... | 3 | 21 | 27 | 32 | 3 | 25 | 21 | 34 |
| " —Females..... | 0 | 2 | 22 | 21 | 0 | 5 | 23 | 26 |
| " — " Asst... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

RICHMOND.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1883—Males..... | 1 | 9 | 12 | 12 | 1 | 6 | 9 | 21 |
| " —Females..... | 0 | 1 | 11 | 11 | 0 | 1 | 11 | 20 |
| 1884—Males..... | 1 | 10 | 10 | 12 | 1 | 8 | 9 | 17 |
| " —Females..... | 0 | 0 | 15 | 16 | 0 | 0 | 14 | 22 |

Three new school houses have been erected or completed exteriorly during the year and occupied, in the County of Richmond, viz.: those of Grand Grave, St. Esprit, and East Basin. The school house in MacDougall Section (St. Peter's Village) has been renovated and furnished with improved desks, putting it in a condition very creditable to all concerned. Two school houses have been condemned as unfit for school purposes, viz., that of Poulamond, No. 5, unconditionally; and that of Little Ance, No. 9, unless certain recommendations of the Inspector were carried out during the summer. Notice was also served upon a third Section, Hureanville, No. 68, that a similar fate awaited it unless the school house was made reasonably comfortable before winter. The attention of the Commissioners must also be directed, at the next meeting, to several others which are unhealthy—some from defective construction, others on account of their sites. For instance, the school house of Orange Section, and that of River Bourgeois, East, should never have been placed where they are—the one in a bog, the other between a road on one side and a steep bank on the other, which shuts out nearly every ray of sunshine from the school room, and cuts off every breath of air with the wind from certain quarters. I might swell the list almost indefinitely with examples of crowded rooms with low ceilings, immovable windows, unhealthy sites, &c., &c., as you may observe from the frequent remarks entered in my inspection note books. To remonstrate with Trustees and rate-payers, and point out these evils I have learned to look upon as next to useless, in most cases. Often such remonstrances are regarded as so much grumbling on the part of one who must have something to say, and is paid to say it. I have been told as much almost in so many words. When, after having remonstrated at finding the door of a certain school house swinging by one hinge, I came back the next term to find that one hinge gone the way of its whilom companion, and the door propped up against the aperture with a piece of a bench that could ill be spared from its intended service, I thought it was time that remonstrance should take a practical shape. Thus it is that, in many instances, nothing short of closing up the school house can rouse trustees and rate-payers from their apathy and indifference. The above remarks apply about equally well to both Counties.

Two additional departments have been added during the year to the schools of Sydney Mines for pupils of the first and second grades. The accommodation and furniture provided are of a superior character. Thus this banner Section keeps the lead with ten departments. At North Sydney, a building formerly used as a church has been converted into three large and comfortable rooms, well furnished and fairly equipped with apparatus, and three departments have been

opened therein in charge of the Sisters of Charity—three ladies holding Provincial Licenses, one of Grade B, the other two of Grade C. The public schools of North Sydney now comprise nine departments. The state of efficiency of the schools in both these important sections is very satisfactory. The long felt lack of accommodation at Bridgeport is now happily to be supplied. The large building approaching completion, with its four good rooms, should meet the requirements of that important section for some years to come. New school houses have been finished exteriorly and occupied at Amaquadeez, rear of Beaver's Cove and "Lake View"—the new Section already referred to. The house at Little Bras d'Or has been enlarged by an adddition of six feet, which still does not give the necessary accommodation. A grave mistake was made in not enlarging sufficiently to admit of a good-sized class-room,—a want that will have to be supplied soon, or an additional department provided for. The greatest cause of complaint continues to exist at Reserve and Lorway, where two rooms are made to do duty for three or four. The number of pupils registered in these schools last winter was 229, making an average daily attendance of 124.6, and a grand total of 14,042. In the Summer Term the attendance was nearly the same —130 registered. It is fair to state that the latter term an assistant was employed—for the less-thronged department. The schools being about half a mile distant, are practically as distinct as if they belonged to different sections. The buildings are owned and kept up by the Colliery Company, who impose a monthly tax upon their employes to form a fund for the support of the school, and they are so sparing of expenditure that the furniture is not even kept in reasonable repair. The Company escape taxation, and their workmen are obliged to submit to a heavier tax than they would have to pay under sectional assessment. It is about time this imposition ceased. The Section should own or control the school property. A good central building, with four departments, looking to the requirements of the near future, is required; for in no other way can satisfactory grading be secured. With school rooms half a mile apart, pupils *will* attend at the nearest independently of its grade. This state of things obtains to a greater or less degree wherever the given circumstances exist, as witness Little Glace Bay. No progress towards building has as yet been made in Louisburg, where there is great lack of accommodation.

Although there is still a great deal of room for improvement, there is, on the whole, a steady progress going on in the character of our school houses and their furniture. The want of apparatus, however, is very much felt almost everywhere. I may say that there are no schools *perfectly* equipped with apparatus; the number moderately well supplied is very small, and the number lacking the essential requirements of the law is surprisingly large, and it is very difficult to have these wants supplied in many poor sections. The annoyance caused by a mixture of readers is fast decreasing. It is now pretty rare to find books of more than one series in any school. I have been at some pains to ascertain which of the two prescribed series is most used in the District, and I find that the Maritime

Series largely preponderates; so that if one were to be done away with, the suppression of the Royal would operate the least hardship here. I simply state the fact without expressing an opinion as to the merits of the two series. The publication of the Manual containing the school law and regulations has been hailed with a great deal of satisfaction.

Subjoined is a statement of the results of the Teachers' Examination at both stations:

*Arichat*—Number of candidates 23. Grade C, male 4, female 2—6; D, male 6, female 11—17. Of the C candidates, 3 obtained that grade and one D; 8 of the D candidates succeeded and 9 failed. The successful candidates, as regards sex, stand thus: C, 3 m., 2 f.; D 5 m., 4 f., in all 14. Five of these were seeking a higher grade, which four secured, the fifth only holding his own. The result is 9 *new* teachers.

*Sydney.*—Number of candidates 80. B 12, 11 m., 1 f.; C 39, 18 m., 21 f.; D 29, 16 m., 13 f. Of the 12 B, 8 were successful, 3 secured C, and 1 D; of the 39 C, 5 succeeded, 16 got D, and 18 failed; of the D class, 6 succeeded, 23 failed. B, 7 m., 1 f.; C, 6 m., 2 f.; D, 10 m., 13 f. The number of all grades who obtained licenses is 39, or 48¾ per cent. Thirteen were applying for a higher grade, 7 of whom succeeded. The number of newly licensed teachers is 26. Fourth on the list for the whole Province stands the name of Mr. D. V. Phalen, a pupil of the North Sydney High School, and sixth that of Mr. J. J. Buchanan, of Sydney, both examined at this station. The pupils sent up by the Sydney Academy gave a good account of themselves, and upheld, as usual, the good name of that flourishing institution. The Academy at Arichat has not yet reached a very high standard of educational work. This being only the second year since its re-opening, the Section does not supply material for very advanced work, and no pupils from the rural sections of the County have so far attended. Pupil teachers and students of the County seeking higher education, for some reason or other, do not patronize their own County Academy, but go to Sydney, Antigonish, Pictou, or the Normal School. No candidates, therefore, were sent up from the institution in question. The *Young Ladies' Academy*, conducted by the Sisters of the Congregation Notre Dame, sent up four young ladies—two for C and two for D—all of whom obtained the grade applied for. On the satisfactory character of the work done in this flourishing school, I need scarcely dilate, as the impromptu examination called forth by your visit to it last summer was better evidence than I could adduce.

Our Teachers' Association continues to flourish. The fifth annual meeting was held in Sydney on the two last days of September, and was largely attended by the teachers of Cape Breton County, two only coming from Richmond. The programme was a very interesting one, and the paper elicited, as usual, a good deal of profitable discussion. The *new departure* instituted last year of calling to our aid gentlemen of other professions, was this time fol-

lowed up by extending an invitation to J. A. Gillies, Esq., B. A., Barrister, of Sydney, to favor us with a paper on School Law, which was kindly accepted. The paper read was a detailed exposition of our common school system, its aim, its scope and its bearing. All who heard it felt that Mr. Gillies had managed to make a subject generally considered very dry exceedingly interesting, and highly merited the hearty vote of thanks tendered him by the Association.

The Board of School Commissioners of the County of Richmond suffers a severe loss in the death of the lamented Rev. Jos. S. Quinan, D. D., which occurred in November. Struck down in the bloom of youth he had not had time or opportunity to put in full play that zeal for everything that is good for which he was so eminently remarkable, and which would have been sure to place him among the foremost friends of education. He gave promise of becoming one of the most active, as he was among the most talented and learned, members of the Board.

Death has also visited our teaching staff during the year, Mr. John C. Boyd, a first-class teacher employed in the County of Cape Breton the Summer term the first time in several years, came to an untimely end by drowning, while returning to his Section in a boat from Baddeck, where he had been attending the meeting of the Teachers' Association of Inverness and Victoria, of which he was vice-president.

No great difficulty is ever experienced in supplying the demand for teachers of the higher grades where fair salaries are offered, but many complaints are heard of the scarcity of teachers for the smaller and poorer Sections. As a rule, however, it is not the Trustees that seek for teachers, but the latter look for situations. In many places, trustees expect to get teachers for their "chance of the County fund," and failing to secure licensed teachers on those terms, they depend on the chance, amounting almost to a certainty, of securing through the influence and recommendation of some benevolent Commissioner, a *Permissive License* for some young person residing in the Section, whose services they can obtain for—nothing. An agreement is drawn up, placing the consideration at the estimated amount of County Fund likely to be received, and not unfrequently this amount leaves a balance in favor of the Trustees. It also happens, as I pointed out in a former report, that a person so situated receives more from the Government Grant, if teaching in a Section that is on the "poor list," than falls to the lot of a regularly licensed teacher. I have long since learned to doubt the wisdom of continuing the issue of such licenses at all. Even at the sacrifice of having a few schools closed for one or two terms, I would have no hesitation in recommending that they be discontinued. People would then soon learn that they must get licensed teachers, and that in order to get them they must offer reasonable salaries. I think there are plenty of teachers in the country if teaching were made worth their while. There may perhaps be half a dozen isolated Sections in the whole District that I would be disposed to make exceptions to such a rule, or perhaps better still, a bonus or subsidy might be given those exceptional cases.

There is still room for much improvement in the school returns. Many of them come to hand bearing evidence of much carelessness. In compiling the annual returns, I am obliged in consequence to have recourse to a good deal of *guessing* in order to reconcile incompatible figures, hence some of the items in the tables are not as reliable as they might be.

I beg leave, in conclusion, most respectfully to offer for consideration the suggestion that an allowance be made to Commissioners of Schools for travelling and other expenses in attending meetings of Boards, and in visiting Sections to locate school sites. I am aware that payment of Commissioners has been advocated before now, and were *adequate* payment within the bounds of probability, I should advocate it too, but at least those gentlemen should be re-imbursed their actual outlay. It may not be generally considered that attendance at one meeting involves, for some of the most active Commissioners, two days' travel to and from the shire town, besides the day spent at the meeting, making three days in all; and it does not seem reasonable that gentlemen should be called upon to give so much time *gratis* and pay their expenses besides.

I beg once more to express my deep sense of gratitude for many favors and kindnesses received at the hands of those with whom my official duties have brought me in contact.

I have the honor to be, Sir,

Yours most respectfully,

M. J. T. MACNEIL.

TO DAVID ALLISON, ESQ., LL. D.
*Superintendent of Education.*

## DISTRICT No. 8.—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

SIR,—In submitting the following Report upon the present condition of Education in the Counties of Inverness and Victoria, it affords me pleasure to say that at no previous period of our educational history have the appliances provided for the education of the young and rising generation of this District been ampler or of a more advanced character.

The Distri t represents assessable property valued at $1,800,000 —the population is now probably *forty thousand*—the number of school-going children is in the neighbourhood of 10,000, and the actual school attendance of the year just closed was nearly 9000. This is a fair exhibit, and indicates considerable vitality, educational and otherwise.

Inclusive of recent additions, there are now 244 school sections in the District. Of this number *seven* have been formed during the year.

In South Inverness, the old Judique Banks and Long Point sections were united. The new Section, "Albion No. 88," is large and wealthy, and the friends of education in the locality speak hopefully of the future.

The section of "Smith's Islands," No. 89, consists of a cluster of islets in the Bras d'Or Lake.

"Prairie, No. 46," in North Inverness is a section of much promise, and "Cheticamp Island, No. 47," is more largely assessed for county and educational purposes than any other section in North Inverness.

In the Co. of Victoria—"Garry, No. 88," is a poor settlement in East Middle River.

"Green Cove, No. 89," is a fishing hamlet on the Ingonish and New Haven coast, and "Wagamatcook, No. 90," is the Micmac reservation at the *embouchure* of the Middle River.

At the last Annual Meeting, the ratepayers in all the lately formed sections in North and South Inverness, voted handsomely for buildings and other school purposes — the "Prairie" leading with an appropriation of $600. I regret my inability to report as favourably of the recent actions in Victoria. At the School Meeting held at the Garry, the ratepayers voted $50 "for school purposes," but the idea of a special vote for a new building does not appear to have occurred to them. I have no *data* from Green Cove. I am, I think, however safe in saying that the people of this locality have not yet committed themselves by any tangible expression of educational enthusiasm.

At Wagamatcook, the Dominion Government has provided handsomely for the dusky children of the forest.

With the single exception perhaps of the Academy at Baddeck, the Micmac school house is the sightliest, the best finished, the most comfortable educational structure in Victoria.

*Fourteen* new school houses have been erected within the district during the past twelvemonth; 4 each in North Inverness and Victoria, and 6 in South Inverness.

At the last annual meeting ample provision for building purposes was made in all the sections in which school houses were recently condemned. And at the regular annual meetings of the Boards, in accordance with the provisions of the Act, the list of sections entitled to special aid in each Municipality was carefully reconstructed; several old stagers were removed, and a few of unquestionably needy character were added. The amended list now stands thus:—North Inverness, 10; South Inverness, 14; Victoria, 6.

I may here add that the late amendment which gives "poor sections" the extra allowance from the County Fund—irrespective of the grade of license held by the teacher—has removed a wet blanket which has had in the past a decidedly depressing influence in many of our so called "poor and scattered sections." The School Act was especially framed for the amelioration of the masses, and it is but right that they should have untrammeled liberty in the enjoyment of its advantages.

202 schools were in operation during the Winter Term and 222 teachers and assistants were employed.

*Fifteen* additional schools were open during the following Summer. The attendance was slightly in excess of previous year—the total registration having been 7297 children at school for the Winter Term, and 7804 during the summer following.—making the average daily attendance of 3409 for the former and 3407 for the latter.

8751 *different* pupils were in attendance at the public schools during the school year—being nearly 24 per cent. of the present population of the district.

The gradation of teachers did not materially differ from that of previous years.

During the Winter Term, 2 teachers of Grade *A*. were employed; 23 of Grade *B*; 60 of Grade *C*; and 121 of Grade *D*.

During the Summer following the numbers employed of the higher grades underwent but little changes—while there was a decrease of 9 teachers of the second class, and an increase of 26 of the third.

These fluctuations are difficult to account for. As a rule, it is no evidence of progress to see the lower grades supplanting those having superior educational credentials. A teacher's grade of license is

owever by no means a sufficient criterion of his professional ability. 'he most successful teacher in Victoria holds but a second class .cense, and a young lady of Grade *D.* ranks among the very best eachers in Inverness.

Victoria pays higher salaries to its A and B teachers than nverness,—the average annual vote for the former being $400, in he latter $300.

In both Counties the services of teachers of the lower grades are 'ery inadequately remunerated. This is especially true of teachers f grade C, who as a rule do excellent work, while they are paid but $200 a year, a sum barely sufficient to keep one decently fed and lad.

For further statistical information, I beg respectfully to refer you o abstracts of School Returns and of Financial Memoranda.

To accommodate each sub-school district, the Teachers' Examinaion was held as usual at *three* different stations—Port Hood, Badleck and Margaree Forks. The attendance of candidates at each tation was larger than usual, and the number of successful appliants was greater than on any previous occasion since the adoption of existing standards. Teachers' examinations constitute an excelent general test of educational progress, and I purpose, therefore, with your permission to insert for publication, in future Reports, the ames of teachers who may prepare for examination a respectable umber of successful applicants, with perhaps the names of candilates, giving special prominence to those who succeed in obtaining he grades *applied for.*

The Teachers' Association continues to be invested with much nterest. The last annual meeting was held at Baddeck. The profession was creditably represented. Instructive papers were read, and extemporaneous addresses were delivered in connection with educational questions which came up for discussion. A pleasant break in the proceedings took place when the members of the Association were invited to witness a "Newspaper Exercise" in the Preparatory Department of the Academy. The exercise was both instructive and entertaining, and the teachers and other spectators present were delighted with the "new departure." The meeting closed with addresses from clergymen, school commissioners and other gentlemen present. The next annual meeting is to be held at Whycocomagh early in September.

During my official visits of inspection the entries in the school registers are carefully scrutinized. The item of attendance receives an extra share of attention, but the rolls of deportment, progress and visitation are also duly noted. Some registers are disgracefully kept. Others reflect the refined taste and accurate habits of a large and steadily increasing class of teachers whose motto is, "Whatever is worth doing is worth doing well."

The presence of that dread scourge diphtheria reduced the general attendance at school, in both Counties, particularly during the Summer and Fall months.

Irregularity and tardiness are twin sisters, and they are admitted by every experienced educationist to be among the worst enemies of the scholar and the severest trials of the teacher.

In this District the *Compulsory Attendance Act* is practically a dead letter. At the two last annual meetings the question was duly submitted to the ratepayers in both counties, and in almost every case an unanimous vote was obtained for its enforcement. But who is to take the initiative. In no case known to me have funds been provided to compensate trustees for their trouble in any possible exigency under this chapter. I am however quite satisfied of the fact that the presence of a compulsory law upon the statute book tends to elevate the *morals* of public opinion. In my wide and varied intercourse with the public, I endeavour in every possible way to impress parents and guardians with a more vivid sense of their advantages and obligations, dwelling especially upon the irreparable loss inflicted upon their children unless they are now, when their minds are plastic and easily impressed, trained up to a more efficient discharge of their future duties as intelligent members of the community.

Statistics forwarded to you show an improvement upon previous years in the matter of visits made by Trustees and others interested in the success of education. Many of the Trustees' visits recorded are not perhaps strictly official. The merest call is however a stimulus. The presence of familiar faces and the approbation of parents and friends have a magical influence upon both teacher and pupils. The visits of the Inspector are apt to be regarded as rather an act of official duty. But the visits of parents are naturally considered as an expression of interest and high regard for the welfare of their children.

In accordance with the provisions of Sec. 31 (11) of the School Act, the minutes of the last annual meeting were very generally forwarded to this office. The *minutes* are my authority for the statement that financially our prospects were never brighter. The gross sum of $10,400 has been voted in Inverness and 5,000 in Victoria for ordinary school purposes; and the aggregate amount voted for building and repairs in both counties exceeds $7,000. The three highest votes in South Inverness were: Hawkesbury $700, P. Hood $600, and B. C. Intervale $300.

In North Inverness: Prairie $600, Cheticamp Chapel $400, and Little River $300.

In Victoria, Baddeck comes to the front with the handsome vote of $1,020, the largest in the whole District. The *second* is New Haven $400, and the *third* is English Town, with the decidedly low vote of only $160 for all the school purposes of the year.

Now, for the other side of the shield: "Plaister," an ordinarily well to do section in the County of Victoria, voted but *$6* for repairs, and *nothing* for the support of the school.

"Big Marsh," in South Inverness, a locality on which Nature has lavished favors without stint—every rate-payer a monarch rejoicing in his broad acres of inexhaustible meadow—and still at the last annual meeting the Section could only afford to vote *sixteen dollars in all* to supplement the County Fund for teachers' salaries, repairs, fuel and incidental expenses.

*The County Academies.*—The Primary Department of the Hawkesbury Academy is excessively crowded. It is unjust and injurious to both teachers and pupils to crowd 70 or 80 children into a room barely large enough to accommodate 50. The other departments are all that could reasonably be desired—commodious, well ventilated, and sufficiently equipped for all ordinary school purposes.

Mr. Forsyth has had charge of the Advanced Department for a number of years. During the Winter Term the attendance was good, and the progress made by the pupils in every respect satisfactory. Early in the Summer Term the presence of diphtheria in the Section gave rise to a temporary panic. The attendance in the High School was reduced to a minimum, and the whole establishment became partially demoralized. Public confidence was not completely restored during the whole term afterwards. Early in October the Principal was taken with a severe attack of illness, and the Advanced department was closed. I had therefore an opportunity of visiting the Intermediate and Primary Departments only. Miss Skinner and Miss Condon, the teachers in charge, do their work admirably, and I consider the trustees fortunate in securing the services of such painstaking teachers for such a long time.

During the Winter Term the Baddeck Academy exhibited more evidences of vitality than at any other period of its history. The building was comfortable, the equipments ample, and the Principal was pre-eminently the "the right man in the right place."

During the Summer Term the school was more or less unfortunate. The trustees had considerable trouble in obtaining a successor to Mr. Patterson. They eventually succeeded, but by the time the pupils got into good working trim, diphtheria made its appearance in the village. The entire school was then closed—the subordinate departments for a few weeks, and the High School virtually for the remainder of the Term.

When the Academy was officially visited, the Advanced Department was closed.

The Preparatory was conducted by Miss Forbes, a teacher who has the distinguished honor of having led the successful B candidates for the whole Province at the public examination of 1882.

The Intermediate Department was in charge of Miss Jost—the first lady teacher, I believe, who obtained a First Class License on this island.

And Miss Mary C. Jones, a young lady of much promise taught in the Primary Department.

The trustees have, it will be observed, chosen their staff from the ranks of the most distinguished members of the profession, and if the school, as a whole, did not make as good an appearance as one could wish, the fact was simply and solely, I have no doubt, due to the unprecedented irregularity in the attendance of the pupils.

In addition to the Academy there are *six* graded schools in Inverness; Hastings, P. Hood, Mabou Bridge, B. C. Marsh, Plateau, and Whycocomagh. Each of these is doing work of a higher character than the miscellaneous schools, but as in all other institutions there are gradations of merit. This system, with its division of labour and improved classification, is steadily rising in the estimation of the educational public.

At the last annual meeting, the ratepayers of *two* additional sections provided for graded accommodation.

The public are under obligations to the Government for the concise edition of the School Act, lately issued. The arrangement of matter is admirable, and the marginal references—a new feature in our school manuals—much enhance the value of this edition.

Here and now I beg to submit a suggestion or two :—(1.) Teachers should be relieved from the performance of Statute labour. (2.) Teachers should be accorded the privileges of the Elective Franchise irrespective of a property qualification. And (3.) All the ratable property in a section, whether owned by a *resident* of the *county* or *not*, should be liable to assessment for the benefit of the section in which it lies.

I will conclude this report with the following announcements :—

(1.) A gold medal will be presented to any *bona fide* teacher employed and examined within this district (No. 8), who at the approaching teachers' examination will either make a general average of 75 per cent. on the branches prescribed on the grade A syllabus, or be *first* on the published list of successful candidates for that grade in the whole Province.

And (2.) A silver medal will be given to any person, subject to the same conditions as above, who may succeed in obtaining a similiar B. classification.

Very respectfully submitted,

JOHN Y. GUNN.

DAVID ALLISON. Esq., LL. D.,
*Superintendent of Education.*

## DISTRICT No. 9.—PICTOU AND SOUTH COLCHESTER.

R. McLELLAN, *Inspector.*

SIR,—

I beg to submit the following report for the school year ended October 31st., 1884.

The number of Sections in Pictou County is the same as reported last year. In Colchester, two less, a section of the northern district, New Britain, having been unwittingly included, and another, Union, having now, so far as I can learn, no existence, though the name and number were still on the boundary book.

Important alterations have been made in the boundaries of two contiguous sections in Colchester, Lower Stewiacke West, and Fort Ellis, the latter having been extended to include that portion of the former lying on the north of the river. The circumstances of the two sections rendered this change advisable, and it will in my opinion prove advantageous to both. The school in Lower Stewiacke was entirely too large for a miscellaneous one, necessitating either a reduction in the number attending, or the formation of a graded school of two departments. Under ordinary circumstances I should consider the latter course preferable. In the other section affected, however, the reverse of this condition in regard to pupils prevailed, the number being so small that the school was practically inoperative. Acting on the principles of "The greatest good to the greatest number," and in response to a petition from a large number of those most interested in both sections, the Board of Commissioners for the district made the alteration above stated. A new school house will be required in each section. Lower Stewiacke at its last annual meeting voted $100 for that purpose. Fort Ellis has also made provision for the erection of a house, but some difficulty has arisen in regard to the choice of a site. This matter, will, I hope, soon be amicably adjusted.

Agitation is still going on in Middle Stewiacke in regard to division of sections. A numerously signed petition from the ratepayers of the sections, both on the north and south side of the river, was presented to the Board of Commissioners for the district, at its last annual meeting, praying for the appointment of a committee to consider whether some more convenient arrangement might not be made either by forming a new section or by the readjustment of existing boundaries. This question was brought before the Board in 1879, when a resolution was adopted forming a new section, which action of the Commissioners was, as you are aware, disallowed by the Council of Public Instruction. The question is difficult of solution owing to the topography of the locality, the river forming the natural boundary between the two sections, and the inhabited portion

comprising a comparatively narrow strip on each side. The sections are thus of necessity longer than where such conditions do not prevail, that on the north of the river, where the most dissatisfaction exists, being fully six miles in length. The majority of pupils at the present time, as was represented to the Board, come from the eastern extremity of the section, the children of several families having nearly three miles to traverse in order to reach school. This is of course a hardship and some remedy should, if possible, be applied. I cannot think, however, that it would be advisable to divide the section. We have already too many small weak sections in the district. It has been proposed to transfer one ratepayer at the western extremity to the section on the south of the river; this would shorten the northern section by a mile and a quarter; then by moving the school house to the centre; the families at the east would be better accommodated. This plan is certainly preferable to a division. It is to be hoped that the committee will arrive at some decision that will give general satisfaction. If not the matter may again come before the Council, and I have therefore attempted to give as accurate an idea of the case as possible.

Seven sections have been without school during the year, against sixteen in 1883. These are Pictou Island, Three Brooks, Marsh, E. R, Knoidart, and Black Brook in Pictou County, and Smithfield and Upper Brookfield in Colchester. Of these Knoidart and Black Brook exist only in name, neither having a school house or a sufficient number of inhabitants to support a school. Pictou Island erected a comfortable school house during the summer, and has a school in operation this winter. Upper Brookfield at the last annual meeting voted a sum for the erection of a house. Marsh and Smithfield, which have been vacant for several terms, have made provision for the maintenance of a school for at least a part of the ensuing year. In Three Brooks alone no action has been, or is being taken, the section being still at a stand over the question of a site. It is certainly desirable that Commissioners should be empowered in cases such as this to compel the erection of a house on a site santioned by them. Here is a large and wealthy section deprived for years of school privileges, solely on account of the obstinacy of a number, perhaps a minority, of the ratepayers.

In two sections, Big Woods and Green's Valley in Pictou County, school was conducted, by permission, in dwelling houses fitted up for the purpose. Both sections have made provision for the erection of houses and the work will probably be undertaken early next summer. On the occasion of my visit in the Summer Term to Marshy Hope, where a very small and dilapidated building has been doing duty as a school house, a meeting the of ratepayers was called and it was unanimously agreed that an effort should be made to provide better school accommodation. Accordingly at the last annual meeting a sum was voted for the erection of a house, which though small is very creditable to the section, which is one of the weakest in the district. Provisions have been made for much needed repairs in Upper Onslow, North River, Scotsburn and Brookville. At the beginning of the school

year a second primary department was opened in the Albion Mines School, making four departments in all. Stellarton has furnished another room and will also have four departments in operation hereafter. In my last report I was obliged to state that the primary departments in both these schools were overcrowded. Westville and Vale Colliery which were reported in the same condition have not, so far as I am aware, taken any steps to relieve their primary teachers. East Merigomish has decided to enlarge their school building so as to provide a class-room for an assistant teacher. Much valuable information in reference to the question of school accommodation is unavailable for this report owing to failure of trustee to send copy of minutes of annual meetings.

In the Winter Term I visited one hundred and seventy-one schools, failing to overtake forty-four, though on many occasions I reached schools when the weather and roads were such that only a small percentage of the pupils enrolled were able to be present. In summer I visited two hundred and ten, overtaking all the schools in the district that were in session at the time of my visit to their locality, with the exception of three in Pictou County and one in Colchester. This was accomplished by prolonging the school day in many cases to eight hours, and by prosecuting the work on Saturdays. In my official visits I made it my chief object to ascertain to what extent the Course of Study is being followed, with a view of bringing it prominently to the attention of teachers and impressing upon them its importance. I therefore adopted nearly the same plan of examination in all schools. Beginning at the first grade, and proceeding upward through all the grades, I examined in reading, spelling, language, arithmetic and geography, and when time permitted in Nova Scotian and British History. In the majority of cases, I must candidly confess, the result was disappointing, though I was gratified to note considerable improvement in the Summer over the Winter Term. Instances were not rare in which pupils were found reading No. 5 of the Royal Series, whose acquirements in other subjects were not beyond the requirements of the fourth grade. This condition of affairs was noticeable, of course, chiefly in schools under the management of untrained and inexperienced teachers, unfortunately still a very large class. In schools presided over by experienced teachers of the higher grades, and especially in those under the charge of teachers who have enjoyed the benefit of a Normal School training, a much better classification prevails. In my notes of inspection of miscellaneous schools in Colchester County, where the majority of the teachers are of the last mentioned class, I find only eight schools marked below fair in classification; twenty-two were marked fair; nineteen good and three superior. This gives a much better average than the marks under the same head in Pictou County. I am glad, however, to observe an increasing tendency among the teachers and candidates for licenses in the latter county to avail themselves of the advantages of a Normal School course. This tendency I have used every effort to foster and encourage. I most cordially endorse the opinion expressed by my predecessor in office, in his final report. "Could we secure compulsory attendance of our teachers upon that

Institution, so as to give the country a uniform system of teaching in connection with the Course of Study, much would be done towards facilitating the work and increasing the efficiency of our schools."

Permit me respectfully to suggest that, in connection with the introduction of the Course of Study, a change might with advantage be made in Table III of Trustees' return. As it stands at present it is practically almost valueless. Some teachers return only the numbers studying the various subjects from text-books, while others include those receiving oral instruction, however elementary. Even were a uniform method followed the information obtained must still be very indefinite. For example, the pupils in a country school, receiving their first lessons in the declension of Latin nouns, are placed on a par with high school students preparing for grade A. license or for matriculation into college. A much clearer idea of the character of the work done would be obtained by requiring the number of pupils in each grade to be returned. Besides being more definite the table would be less cumbersome, eight columns taking the place of twenty-six for common schools. A corresponding change in Table 2 of the school register would facilitate the work of the teacher in preserving a record of the classification of the school.

I humbly submit that several modifications might, in my opinion, be made in the preparation of Educational statistics without materially detracting from their value. It seems to me unnecessary to repeat twice a year or even yearly the size and seating capacity of every school room in the district, when the only variation in ninety-nine per cent. of cases is the different estimate made by different teachers. It would surely be sufficient to state this accurately once and thereafter mention any alteration made. Again, the latter part of Table 3, "Period of Service of Teachers," involves a great deal of labour, more I think, than its importance demands. A more general grouping would serve the purpose equally well. Table 7 also might be simplified. These suggested changes may seem unimportant, but taken in conjunction with the alteration recommended in Table 3 of the return, they would materially lessen the clerical work of Inspectors, and allow more time for inspection. This is the more desirable, in that the greater part of this work has to be done during that portion of the Winter Term which is most favourable for visitation.

I have the honor to be, Sir,

Your obedient servant,

R. McLELLAN.

To David Allison, Esq., Ll. D.

*Superintendent of Education.*

## DISTRICT No. 10.—NORTH COLCHESTER AND CUMBERLAND.

W. D. MACKENZIE, *Inspector.*

SIR,—

I have the honor to submit the following report for the year ended Oct. 31st, 1884.

*Schools in Operation.*—We have had in the County of Cumberland this year 157 schools in operation, the largest record in the history of the County, and five more than any county in the Province has been able to show up to the present time, and seven more than our own record of last year.* I am not able to promise that there will be any considerable increase in the number of schools in operation in this County for some time to come, as they have been pushed this year to their fullest working capacity; trustees and rate-payers have been stimulated to greater earnestness and energy than ever before, and there is greater likelihood of a falling off than an increase, unless this interest can in some way be kept up to its present level. The room for expansion was not so large in Stirling and West Colchester as in Cumberland, still there has been in these parts of my district a very satisfactory increase in attendance, and only one school vacant through the year. I omitted to say that Cumberland had but one school vacant the entire year, and this was in Mount Pleasant Section, where the rate-payers built a very handsome school house last winter, and being crippled for want of funds, were compelled, much against their will, to do without school for two terms. If the law regulating the distribution of County money were a little more elastic I could have had school in this Section by giving the Trustees a small grant towards completing the school house. It was not thought advisable, according to your own instructions, to do so, and I was compelled to let the school remain closed; but for this Cumberland would not have had a single vacant school in its limits extending through the year. In Stirling and West Colchester there were this term (summer)—

| | |
|---|---|
| Pupils enrolled | 2,973 |
| Last summer term, Pupils enrolled | 2,707 |
| Gain | 266 |

| | | |
|---|---|---|
| Grand total attendance | This summer term | 169,293 |
| | Last summer term | 150,360 |
| Gain | | 18,933 |

*Old Buildings.*—I have been compelled to condemn a few old buildings, but only such as were really unfit for further use. The

* In this comparison Halifax *City* is not taken as a part of Halifax *County*. The Inspector has overlooked the *Pictou* returns for 1878.—D. A.

dilapidated houses are being pretty well weeded out. In several cases the rate-payers themselves, on my submitting the matter to them, condemned the buildings.

*New Buildings.*—A considerable number of new buildings have been erected and completed this year. A wing containing two departments has been added to the Amherst Academy; a new house is now being built for the Point Department of the Economy Graded School; Half Way River has a new school house; a new department has been added to the Joggins school, and one to the house at Advocate; a new room has been added to the River Hebert school; Fox River has a school house now in course of erection.

*New Graded Schools.*—A new graded school of two departments has been formed at Advocate Harbor with Mr. John Reid, of Pictou, as principal. This is the section the Council of Public Instruction wisely refused to divide last summer. I hope to establish a third department in this school next summer, or at furthest next winter. A new graded school of two departments has been established at River Hebert by the union of the east and west sections. Though there were no real difficulties in the way of this union it has taken about four years to accomplish, and in order to expedite matters I was compelled to condemn one of the school houses, though not until it was really unfit for service. A new graded school has also been formed at Joggins Mines with Mr. J. F. Steele, as Principal. The new graded school at Portaupique has been abolished and, by division of the section, two miscellaneous schools established in its stead. This is an apparent retrogression, though in reality a very beneficial change. As you are already fully acquainted with the reasons for this change I need not dwell further.

*Children of school age unregistered.*—It is fair to state that notwithstanding our marked advance this year, we still show a comparatively large number of children from 5 to 15 years of age who have not (apparently) been at school. Trustees' Return, column 29, which would give us the the exact number is, I fear, very frequently guessed at by trustees, so that I cannot be absolutely sure my figures are correct. In Amherst section alone, according to an accurate census taken by Principal Lay, there are 103 children of school age not registered at school. Some of these may be going to private schools. Mr. Lay says: "I cannot say how many are being educated abroad or at home, but doubtless the education of fifty persons of school age is neglected." And this, notwithstanding the law making attendance at school compulsory has been adopted and is in force in Amherst. The entire number of absentees in Cumberland for Summer Term I put down at 846, probably very nearly right. The average number for the year is found to be 952. With a school in every section of the county I was very much startled to see so large a total of delinquents, and after having given the matter a great deal of attention am disposed to think the only way of awakening a more general interest and thus stirring up backward and apathetic sections is, by lecturing on the subject of education, if I can spare the time, and the proposal meet with your approval.

*Course of Study.*—The Course of Study, as you are aware, was first generally introduced in this district; it is closely followed in every school. Any difficulties, naturally inseparable from the introduction of an entirely new system have long since passed away, there is no friction. Teachers were early supplied, but within the year all our secretaries have been supplied with a copy of the printed schedule, and all understand its requirements and provisions. Attention of trustees was especially directed to the Course by a circular addressed to each board, with your approval, a year ago. And schools are now examined strictly according to its requirements, as well by trustees when they visit, as by myself. We have had considerable difficulty in bringing *arithmetic* up to the standard therein laid down, but this has been accomplished. Before the introduction of the Course it was very common to find children reading in the 5th and 6th books, who had not begun to do addition, nor was there any uniformity in instruction, but the Course has changed all this. In many of the miscellaneous schools the grading is as perfect as in regularly graded schools. The Course has in a marked degree helped regularity in attendance. There can be no promotion except by passing the required grade tests and as soon as a child understands this, irregularity to a great extent ceases. The Course has proved of especial value to young and inexperienced teachers, in that it classifies the pupils for them with little effort on their part and it prevents interference of parents which used to prevail largely.

*Branches taught* are those laid down in the Course of Study, with especial reference to the more practical work. We have paid, for reasons before stated, very particular attention to arithmetic. In a few schools where this branch was not up to the Course standard when I visited, teachers have since reported it well up. Industrial Drawing we class among practical work, and we show in Cumberland 2,852 pupils studying this important branch. In Stirling and West Colchester the number in this branch is 1,974, making in the district a total of 4,826. Prizes for *Industrial Drawing, Original Design,* and *Penmanship* were offered by the Committee of the District Agricultural Exhibition, held at Amherst in October. The first and second prizes for Drawing were taken by pupils of Miss Abbie C. Gray, of New Annan. This school is miscellaneous, and the pupils had but three terms practice. Miss Hatfield, of Port Greville, took first prize in Writing, the second was carried off by a pupil at Amherst Academy. The best full series of copy books came from Principal Fraser's Department, Acadia Iron Mines. An Honor Certificate for best specimen of Map Drawing was awarded to Miss Forman, Londonderry. Honor Certificate for best collection of minerals went to Amherst Academy. The specimens of original design were not sufficiently good to warrant the Judges in making any award. I intended sending you the prize books, but was unable, owing to hurry, to secure them all.

*Association.*—On consultation with the leading teachers it was decided to omit our local Association and make a strong effort to secure

a large representation to the Provincial Educational Institute. In accordance with the advice of the committee I advertised in our local papers at Truro and Amherst, and about one half the entire number of teachers in this district attended the Association. The stimulus there received re-acted on our schools almost immediately, and infused new life into pupils and teachers. I trust the representation from this district will be as large next year. The importance of regular attendance at the General Association cannot be overestimated. All our teachers acknowledge their healthfully stimulating effect, and I have personally derived much benefit from my experiences at these meetings.

*Superior Schools.*—Close adherence to the Course of Study has very largely increased the number of superior schools. Our Graded Schools take the lead,—notably Amherst, Acadia Iron Mines and Parrsboro'. Principal Slade's department, Oxford, does fine work, as does Miss Charman's, Wallace, and Miss Jennie Bell's at Spring Hill Mines. The Graded Schools at Great Village and Folly Village are both superior. Principal Johnson's department at Five Islands, and Miss Wood's at Joggins Mines, are also superior. Among superior *miscellaneous* schools those under the management of the following teachers have taken the highest marks:—Mr. Scanlan, Ellen Harrison, Louella Logan, Amelia Peppard, Annie Drysdale, Kenneth Chisholm, Miss M. K. Hunter, Abbie C. Gray, Sara Smith, Irvin E. Frederick, Miss Copeland, Cassie Bacon, Mr. Vance, Mr. Joseph H. Brownell, Alida Y. Kerr. and Hattie Johnson. I am bound in justice to say there are others well deserving of mention.

In speaking of branches taught I intended mentioning *Agricultural Chemistry.* This is a branch that deserves a much greater measure of attention than our teachers have been able to give to it, having been obliged to occupy so much time working other branches of the Course of Study up to the required standard. I purpose again devoting as much attention to this study as we did two or three terms ago. This is not the place to talk about agriculture, but I pause to observe that we are undoubtedly behind other Provinces of Canada in Agricultural Education. Even New Brunswick and P. E. Island have Government Stock Farms while we have none. The time is surely ripe for the establishment of a chair of Agriculture at Truro, or elsewhere in Nova Scotia, with an experimental and stock farm in immediate connection.

I have avoided figures as much as possible in this report as you already hold my statistical tables.

I have the honor to be, Sir,

Your obedient servant,

W. D. MACKENZIE.

To David Allison, Esq., M. A., Ll. D.
*Superintendent of Education.*

# APPENDIX C.

# REPORT OF THE BOARD OF SCHOOL COMMISSIONERS.

## CHAIRMAN'S REPORT.

OFFICE OF COMMISSIONERS OF SCHOOLS,
Halifax, N. S., November, 1884.

TO DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education for the Province of Nova Scotia:*

SIR,—

I have the honor to submit the accompanying reports and statistical information regarding the High School and the Common Schools of the City of Halifax, for the school year ended the 31st of October, 1884.

The sum of $77,739.47 has been expended on the maintenance of the schools during the past year, about $12,000.00 of which was received from Government and other sources. The balance, say $65,700.00, was a direct tax upon the citizens—seemingly a large amount—yet when we consider that the cost of buildings, for rents and interest on debentures alone, amounts to about $13.800.00, it will be readily seen that the other services could not be maintained for less than they were, without an impairment of their efficiency. Nine or ten years ago the Commissioners were authorized by law to assess the city for $60,000.00 for school purposes. Since that time the school-going population has increased 1356, and the High School has been built, and yet the sum for which the Commissioners may assess has remained a fixed quantity. Of course, special application to the Governor-in-Council is necessary each year for a small additional sum, yet, on the whole, it is evident that economy has characterized the administration of the Board.

Owing to the crowded state of Morris St. School it was found necessary to enlarge the school building. The addition consists of two large departments, in which all the children formerly crowded into three cap-rooms will be accommodated, thus saving to the Board the salary of one teacher.

Early in the last school year, a neat and commodious school house, costing, including furniture and fittings, some seven hundred dollars, was opened at the Africville Settlement, affording ample accommodation for the children in that locality.

Several changes were made in the positions of teachers during the year. These changes resulted from a desire on the part of the Board to have each teacher occupy that particular department in which her talents would produce the best results. Good primary teachers are born, not made. *Poeta nascitur, non fit.* They are *raræ aves*, and should be prized accordingly, and placed in primary departments with increased remuneration if neceessary. No teacher, except the principal, occupies so honorable and responsible a position as the lady whose duty it is to open the portals of learning to the unformed minds of tender youth, and make the transition from parental care to school life easy and pleasant. Changes in the positions of teachers in consequence of peculiar aptitudes, or of health, do not imply inferiority in teaching ability. The greater number of changes were made, however, in order to enable the Board to avail itself of the advantages of the principle of division of labor in the senior departments of St. Patrick's and Brunswick St. Schools. The adoption of this principle gives every satisfaction, justifying the hope that its further extension will be followed by the happiest results.

Being desirous of increasing the usefulness of the High School, the Board adopted a series of resolutions which will be submitted in due time. Industrial Drawing has been added to the Course of Study, and the accomplishments of the Drawing Master are to be utilized for the benefit of the teachers of the common schools, with a view of thoroughly engrafting this art into all parts of the system.

At various times during the year I have made it my duty, in company with brother Commissioners, to visit the several departments of the schools, and note their general conditions, give advice to the teachers, and a word of encouragement to both teachers and pupils. I have been very much gratified with the reception uniformly accorded to me, and generally with the evident manifestations of faithful and successful work done in our schools. They will, judging from my own observations. and from information which I received from our school officers, certainly compare favorably with the schools of any similarly circumstanced city in our country.

The office of Commissioners of Schools for the City of Halifax is by no means a sinecure. There were twenty-three regular meetings of the Board last year. Besides this, each Commissioner is on at least three committees. This necessitates attendance at about fifty additional meetings for each member. There were one hundred and twenty-two meetings last year. Then there is the time occupied at public examinations, a duty almost imperative by recent regulation; the occasional visits to particular departments; the frequent consultations with private citizens and teachers; the care necessary in looking after repairs, &c., all taken together, implying an amount of labor of which the public have but a small conception, and which would make any conscientious man hesitate before accepting such a responsibilty.

While every member of the Board performed his onerous duties *with zeal*, and in the strictest honesty and desire for the public good,

yet it is fitting that I should here make special mention of one Commissioner in whom were happily united the scholar, the practical man, and the integrity which knew no swerving from duty,—a man who ever placed the welfare of teachers and pupils before his own interests and preferences; and a large portion of whose time was devoted to the schools. I refer to Michael A. J. Walsh, the late Vice-Chairman.

The year now ended has been one of quiet, hard, and fairly successful work,—a year in which several important principles have been established. Still we do not assume for a moment that our schools are what they ought to be, or what they will be, if we are alive to our necessities, or make the best of our opportunities.

In order to economize as much as possible, one department of Tower Road School was closed, the pupils being absorbed into the other departments. Similar arrangements have been made with regard to a department in Morris Street School, thus saving the salaries of two teachers. But on the other hand, we were obliged to open departments in connection with Albro Street, St. Mary's, St. Patrick's and Russel Street Schools, two of which have already been made permanent, and the others will have to be continued also.

A new regulation regarding public examinations has been adopted, which enables them to be concluded much more expeditiously than formerly. Six Commissioners, with the Supervisor, in the departments of principals; and the other Commissioners, one in each department, conduct examinations simultaneously.

It is every year becoming a serious question, what shall we do with our aged teachers, whose best years and energies have been spent in our employment? To continue to employ them when their methods become antiquated, and their usefulness partially gone, is an injustice to the particular rate-payers who patronize their schools. But to turn them adrift is a double wrong. First, it is an injustice to aged servants who still have claims on us; and secondly, good men will be found, either not entering, or as quickly as possible retiring from, a profession in which the chances of advancement are small, and the prospects of age somewhat dreary. Would it not be wisdom and economy to equalize the support of such persons on the whole community, by some system of superannuation? There are cetainly stronger reasons for it in this case than in the Civil Service. If such a plan were adopted it would lead to very much greater care being taken in the selecting of teachers who would be physically, mentally and morally fitted for their work.

I cannot close this report without again expressing the hope that the Board may be able to obtain such legislation at the next session of the Legislature as will enable it to place the High School upon a more enlightened basis, thus affording to the boys and girls of the city and county the blessings of a higher education.

I desire to bear testimony to the persevering zeal of the Supervisor, Mr. Alexander McKay, in using his best efforts to make our

schools a success. It also affords me pleasure to express my approval of the faithful and efficient manner in which the Secretary, Mr. R. J. Wilson, has performed the duties pertaining to his office.

I have the honor to be,

Your obedient servant,

WM. ACKHURST,

*Chairman.*

# SUPERVISOR'S REPORT.

THE BOARD OF SCHOOL COMMISSIONERS FOR THE CITY OF HALIFAX:

*Gentlemen,*—In accordance with an established custom, I submit herewith tabulated statements of the Attendance and Studies of the Pupils of our Public Schools, together with some observations on their condition, and suggestions regarding improvements which I consider necessary in order to ensure greater efficiency and economy hereafter.

PUBLIC SCHOOLS: TEACHERS EMPLOYED.

| | Winter Term. | | | | | | | | | | | Summer Term. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male Teachers. | | | | Female Teachers. | | | | Total. | | | Male Teachers. | | | | Female Teachers. | | | | Total. | | |
| Grade | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Males. | Females. | Both. | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Male. | Female. | Both. |
| 1884 | 2 | 10 | 1 | 2 | 1 | 20 | 56 | 5 | 15 | 82 | 97 | 2 | 9 | 3 | 2 | 1 | 22 | 55 | 5 | 16 | 83 | 99 |
| 1883 | 2 | 12 | 1 | 1 | 0 | 19 | 57 | 5 | 16 | 81 | 97 | 2 | 11 | 1 | 2 | 1 | 19 | 57 | 5 | 16 | 82 | 98 |
| Increase | .. | .. | .. | 1 | 1 | 1 | .. | . | .. | 1 | .. | .. | .. | 2 | .. | .. | 3 | .. | .. | .. | 1 | 1 |
| Decrease | .. | 2 | .. | .. | .. | .. | 1 | .. | 1 | .. | .. | .. | 2 | .. | .. | .. | .. | 2 | .. | .. | .. | .. |

Early in the year it was found that all the pupils attending Tower Road School (three departments), could be accommodated in two departments. One of the teachers was accordingly transferred to a vacancy in Albro Street School.

The overcrowding of the primary departments of St. Patrick's and Russell Street Schools, having become chronic, it was found necessary to open new and permanent departments in each of these schools, thus making 99 regular departments, as reported in the above table. In addition to these, there were two temporary departments during a part of the Summer Term; one in connection with St. Mary's School, and the other in Albro Street School.

*It is evident from the above Table, that the proportion of Female Teachers holding the higher grades is increasing.*

## Abstracts of Tables.

Length of Winter Term from 1st November, 1883, to 30th April, 1884, in school days..... 115
Length of Summer Term from 1st May, 1884, to 31st October, 1884..... 100

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| During the Winter Term, | | | 60 | departments | were open | 115 | days | each. |
| " | " | " | 22 | " | " | 113 | " | " |
| " | " | " | 16 | " | " | 112 | " | " |
| During the Summer Term, | | | 51 | " | " | 100 | " | " |
| " | " | " | 22 | " | " | 97 | " | " |
| " | " | " | 17 | " | " | 93 or 94 | " | " |
| " | " | " | 9 | " | " | 89 | " | " |

St. Patrick's School was closed three days just after midsummer holidays, in order to give time to complete certain repairs to the play ground.

Morris Street School was closed for eleven days, previous to midsummer holidays, on account of contagious disease in the rooms of the Janitrix in the basement.

## Pupils Registered.

As shown by the School Returns, the total number of pupils enrolled for the Winter Term, not including the High School, was 4898, of whom 2411 were boys, and 2487 were girls. As to ages, 4683 were reported under 15 years, and 215 above 15 years.

These pupils made a grand total days' attendance of 398,997; the average daily attendance in all the schools being 3607.55, or about 36 pupils to each teacher.

The total number of pupils reported as enrolled for the Summer Term was 5388, of whom 2575 were boys, and 2813 were girls. As to ages, 5155 were reported uuder 15 years, and 233 above 15 years.

These pupils made a grand total days' attendance of 361,983; the average daily attendance in all the schools being 3872.23, or about 38 pupils to each teacher.

The total number of *different* pupils reported as attending school during some part of the year was 5828, or 210 more than during the preceding year.

The grand total days' attendance was 22,388 days less than it was as reported for the preceding year. This may be partly accounted for by the closing of Morris Street School for eleven days, and St. Patrick's for three days, as stated above.

The proportion of population at school in this city, for the year, was about 1 in 6.2, being less than in most parts of the province.

In the following Table I have endeavored to give, approximately, an idea of the grade of work done in each department. Although the Course of Study for Common Schools, prescribed by the Council of

Public Instruction, has been in the hands of the teachers for more than two years, yet very many do not follow it. There seems to be a tendency to ignore the more difficult studies, such as Language Lessons, Composition, Canadian History, Arithmetic, Drawing, and Lessons on Nature. Much time has been taken up in *hearing* pupils read without *drilling* them in reading, in causing pupils to copy long extracts without any careful *corrections* of such extracts when copied. Pupils were accordingly hurried into reading books much in advance of what their general school standing would warrant.

The result, of course, was that pupils who could not do an exercise in Multiplication or Division, with facility, were often found struggling with the difficulties of 4th and 5th Readers.

The Principals of nearly all the schools, however, seem fully alive to the importance of this subject, and I hope before long to be able to report with some degree of exactness the *number* of pupils in each department who complete any particular *grade* at the end of each Term.

The prescribed Course of Study comprises *eight* Grades, covering as many years of school work—beginning with Grade I.

NOTE.—Any person desirous of knowing more particularly the amount of work implied by Grades I., II., III., &c., and hence the work done by each teacher, can find the necessary information on subsequent pages of the Report.

**TABLE,** *shewing Attendance, Grade of Pupils, &c., for each Department of the Common Schools.*

| Name of School and No. of Department. | Name of Teacher. | Winter Term. | | | Summer Term. | | | Grade of Common School Course *approximately.* |
|---|---|---|---|---|---|---|---|---|
| | | No. of days School was open. | No. of Pupils registered. | Average daily attendance. | No. of days School was open. | No. of Pupils registered. | Average daily attendance. | |
| Acadian, (G.) | | | | | | | | |
| 1st Dept. | A. E. Hamilton | 115 | 40 | 25 | 100 | 37 | 23 | V., VI. |
| 2nd " | J. A. McLeod | 115 | 41 | 27 | 100 | 44 | 29 | III., IT. |
| 3rd " | C. A. Payson | 115 | 48 | 32 | 100 | 60 | 33 | I., II. |
| Africville (M.) (One Dept.) | J. W. Skerrett | 115 | 30 | 16 | 99½ | 31 | 17 | I., II., III., IV., V. |
| Agricola St., (G.) | | | | | | | | |
| 1st Dept. | I. M. Creighton | 115 | 33 | 24 | 100 | 37 | 25 | VIII., High School. |
| 2nd " | A. M. Cunningham | 115 | 50 | 34 | 100 | 46 | 32 | VI., VII. |
| 3rd " | I. M. Wiswell | 115 | 53 | 33 | 100 | 45 | 31 | IV., V. |
| 4th " | A. McGregor | 115 | 67 | 49 | 100 | 76 | 60 | II., III. |
| 5th " | L. Bowden | 115 | 60 | 39 | 100 | 65 | 53 | I., II. |
| Albro St., (B.) | | | | | | | | |
| 1st Dept. | W. T. Kennedy | 115 | 43 | 37 | 100 | 39 | 32 | VIII., High School. |
| 2nd " | W. E. Thompson | 115 | 41 | 35 | 99 | 43 | 34 | VII. |
| 3rd " | C. Grahame | 115 | 40 | 34 | 100 | 44 | 35 | VI. |
| 4th " | S. W. Shields | 115 | 42 | 32 | 100 | 44 | 35 | VI. |
| 5th " | M. R. McGurdy | 115 | 44 | 31 | 100 | 43 | 30 | V. |
| 6th " | M. A. Johns | 115 | 47 | 32 | 100 | 43 | 33 | V. |
| 7th " | E. W. Elsdon | 115 | 55 | 40 | 100 | 57 | 48 | III., IV. |
| 8th " | H. S. F. Theakston | 115 | 53 | 37 | 100 | 60 | 44 | III., IV. |
| 9th " | E. J. Willis | 115 | 71 | 55 | 100 | 71 | 53 | II. |
| 10th " | S. J. Sullivan | 115 | 88 | 52 | 100 | 80 | 54 | I. |
| Beech St., (M.) | | | | | | | | |
| 1st Dept. | J. F. Elliott | 115 | 40 | 32 | 100 | 41 | 32 | V., VI., |
| 2nd " | M. H. Grierson | 115 | 49 | 29 | 100 | 41 | 28 | III., IV. |
| 3rd " | C. Hosterman | 115 | 45 | 20 | 100 | 56 | 39 | I., II. |
| Brunswick St., (G.) | | | | | | | | |
| High School Dept. | C. J. Miller | 115 | 43 | 32 | 100 | 52 | 29 | High School. |
| | K. Mackintosh | 115 | 44 | 32 | 100 | 48 | 27 | High School. |
| 3rd " | F. A. Peters | 115 | 45 | 36 | 100 | 39 | 27 | VII., VIII. |
| 4th " | J. R. McArthur | 115 | 48 | 32 | 100 | 50 | 37 | VI., VII. |
| 5th " | A. Logan | 115 | 46 | 36 | 100 | 53 | 37 | VI. |
| 6th " | E. M. Curren | 115 | 50 | 36 | 100 | 57 | 42 | V., VI. |
| 7th " | C. M. Gossip | 115 | 62 | 46 | 100 | 64 | 47 | IV., V. |
| 8th " | A. Putnam | 115 | 51 | 35 | 100 | 62 | 47 | III., IV. |
| 9th " | H. McGregor | 115 | 48 | 35 | 100 | 57 | 41 | II. |
| 10th " | J. A. McCurdy | 115 | 57 | 32 | 100 | 56 | 48 | I. |
| Coburg Road, (M.) (one Dept.) | Z. E. Noble | 114 | 37 | 29 | 100 | 38 | 32 | I., II., |
| Dutch Village, (M.) (one Dept.) | Sr. Cæcilia. | 112 | 58 | 44 | 98 | 60 | 54 | I—VIII. |
| Industrial, (B.) (one Dept.) | W. T. Kennedy | 46 | 37 | 30 | 80 | 36 | 32 | I—VI. |
| Lockman St., (G.) (one Dept.) | J. Bruce | 115 | 34 | 20 | 100 | 47 | 25 | I—VII. |
| Maynard St., (B.) | | | | | | | | |
| 1st Dept. | J. A. Smith | 115 | 46 | 30 | 100 | 70 | 36 | I—V, |
| 2nd " | R. Logan | 115 | 46 | 31 | 100 | 52 | 31 | I—IV. |
| Morris St., (B.) | | | | | | | | |
| 1st Dept. | D. H. Burbidge | 115 | 41 | 36 | 99 | 44 | 36 | VII-, VIII., H. S. |
| 2nd " | A. Morrison | 115 | 46 | 38 | 97 | 47 | 33 | VI., VII. |
| 3rd " | Mary Waddell | 115 | 49 | 38 | 89 | 42 | 30 | V. |
| 4th " | C. A. James | 115 | 51 | 44 | 89 | 51 | 41 | IV., V. |
| 5th " | L. Silver | 115 | 54 | 39 | 89 | 50 | 39 | II., III. |
| 6th " | C. Stuart | 115 | 49 | 35 | 89 | 55 | 40 | I., II. |
| Morris St., (G.) | | | | | | | | |
| 1st Dept. | J. Cunningham | 115 | 44 | 32 | 89 | 47 | 28 | VII., VIII., H. S. |
| 2nd " | E. F. Richardson | 115 | 44 | 31 | 89 | 46 | 30 | VI., VII. |
| 3rd " | E. Adams | 115 | 50 | 38 | 89 | 47 | 36 | IV., V. |
| 4th " | E. Strattan | 115 | 56 | 40 | 89 | 56 | 39 | II., III. |
| 5th " | A. J. Mutch | 115 | 46 | 23 | 89 | 66 | 36 | I. |

**TABLE,** *shewing Attendance, Grade of Pupils, &c., for each Department of the Common Schools—Continued.*

| Name of School and No. of Department. | Name of Teacher. | Winter Term. No. of days School was open. | Winter Term. No. of Pupils registered. | Winter Term. Average daily attendance. | Summer Term. No. of days School was open. | Summer Term. No. of Pupils registered. | Summer Term. Average daily attendance. | Grade of Common School Course, *approximately.* |
|---|---|---|---|---|---|---|---|---|
| National, (B.) | | | | | | | | |
| 1st Dept. | F. Andrews | 115 | 32 | 23 | 100 | 36 | 27 | VII., VIII., H. S. |
| 2nd " | A. J. Mitchell | 115 | 56 | 28 | 100 | 33 | 24 | V., VI. |
| 3rd " | K. S. Caldwell | 115 | 51 | 42 | 100 | 44 | 35 | III., IV. |
| 4th " | A. M. Alexander | 115 | 62 | 38 | 100 | 72 | 53 | I., II. |
| Poor Asylum, (M.) (one Dept.) | L. B. Shaffer | 115 | 23 | 11 | 100 | 22 | 7 | I--IV. |
| Richmond, (M.) | | | | | | | | |
| 1st Dept. | W. W. Parker | 115 | 27 | 20 | 100 | 28 | 19 | VII., VIII., H. S. |
| 2nd " | E. Allison | 115 | 41 | 24 | 100 | 48 | 31 | V., VI. |
| 3rd " | E. M. Murray | 115 | 54 | 39 | 100 | 58 | 45 | III., IV. |
| 4th " | I. Hamilton | 115 | 57 | 37 | 100 | 77 | 50 | I., II. |
| Russell St., (B.) | | | | | | | | |
| 1st Dept. | J. L. Walsh | 112 | 54 | 37 | 96½ | 54 | 32 | V., VI. |
| 2nd " | M. T. T. O'Donoghue | 112 | 78 | 53 | 96½ | 51 | 37 | III., IV. |
| 3rd " | .... | .... | .... | .... | 40 | 60 | 34 | I., II. |
| Russell St., (G.) | | | | | | | | |
| 1st Dept. | Sr. Agatha | 112 | 43 | 35 | 97 | 44 | 35 | VI., VII. |
| 2nd " | Sr. Berchmans | 112 | 54 | 40 | 97 | 53 | 43 | III., IV. |
| 3rd " | Sr. Helena | 112 | 67 | 51 | 97 | 80 | 68 | I., II. |
| St. Mary's, (B.) | | | | | | | | |
| 1st Dept. | J. J. Cameron | 112 | 37 | 28 | 97 | 38 | 28 | VII., VIII., |
| 2nd " | J. A. Wall | 112 | 56 | 32 | 97 | 55 | 31 | VI. |
| 3rd " | M. Donohoe | 112 | 52 | 38 | 97 | 45 | 32 | V., VI, |
| 4th " | E. Warner | 112 | 40 | 36 | 97 | 42 | 39 | InI., IV. |
| 5th " | A. M. Walsh | 112 | 60 | 49 | 97 | 69 | 50 | II., III. |
| 6th " | Sr. Margaret | 112 | 70 | 58 | 97 | 80 | 62 | I. |
| St. Mary's, (G.) | | | | | | | | |
| 1st Dept. | Sr. Pius | 113 | 45 | 35 | 97 | 37 | 34 | VII. |
| 2nd " | Sr. DeChantal | 113 | 40 | 34 | 97 | 45 | 35 | VI. |
| 3rd " | Sr. Perpetua | 113 | 46 | 39 | 97 | 51 | 37 | IV., V. |
| 4th " | Sr. Angela | 113 | 56 | 47 | 97 | 54 | 42 | III., IV. |
| 5th " | Sr. Martina | 112 | 53 | 42 | 97 | 60 | 53 | II., III. |
| 6th " | Sr. Ludovica | 113 | 70 | 60 | 97 | 83 | 60 | I. |
| St. Patrick's, (B.) | | | | | | | | |
| 1st Dept. | P. O'Hearn | 112 | 44 | 38 | 94 | 42 | 26 | VII., VIII., H. S. |
| 2nd " | A. J. G. McEchen | 112 | 52 | 37 | 94 | 60 | 43 | VI., VII. |
| 3rd " | C. Carten | 107 | 58 | 42 | 94 | 49 | 40 | V., VI. |
| 4th " | E. C. Torrey | 112 | 50 | 39 | 94 | 50 | 40 | IV. |
| 5th " | M. Sullivan | 112 | 62 | 43 | 94 | 55 | 47 | III., IV. |
| 6th " | H. Coleman | 112 | 50 | 35 | 94 | 44 | 31 | II. |
| 7th " | E. M. Carten | 112 | 80 | 52 | 94 | 76 | 56 | I. |
| St. Patrick's, (G.) | | | | | | | | |
| High School Dept. | Sr. Bernard | 112 | 40 | 31 | 97 | 21 | 15 | High School. |
| | Sr. Dolorosa | 112 | 43 | 39 | 93 | 43 | 32 | VII., VIII. |
| 3rd " | Sr. Ambrose | 112 | 48 | 30 | 93 | 57 | 49 | VI., VII. |
| 4th " | F. A. Affleck | 112 | 47 | 35 | 94 | 56 | 46 | V., VI. |
| 5th " | M. J. Donovan | 112 | 47 | 35 | 94 | 59 | 45 | IV., V. |
| 6th " | Sr. Felix | 112 | 53 | 41 | 93 | 48 | 36 | III., IV. |
| 7th " | Sr. Anina | 112 | 51 | 34 | 93 | 52 | 32 | II., III. |
| 8th " | Sr. Theresa | 112 | 46 | 34 | 93 | 47 | 36 | II. |
| 9th " | Sr. Raphael | 112 | 80 | 63 | 93 | 86 | 60 | I. |
| Stare St., (B.) (one Dept.) | E. M. Guinane | 112 | 60 | 44 | 94 | 59 | 45 | I—IV. |
| Summer St., (G.) | | | | | | | | |
| 1st Dept. | Mme. Foley | 114 | 27 | 23 | 97 | 39 | 27 | VI—VIII., H. S. |
| 2nd " | Mme. Tobin | 114 | 45 | 33 | 97 | 53 | 36 | III—V. |
| 3rd " | Sr. Hartigan | 114 | 56 | 45 | 97 | 76 | 59 | I., II. |
| 4th " ....(B.) | Mme. Jennison | 114 | 60 | 45 | 97 | 76 | 51 | I—IV. |
| Tower Road, (M.) | | | | | | | | |
| 1st Dept. | C. F. Townsend | 115 | 29 | 21 | 100 | 44 | 32 | IV—VI. |
| 2nd " | M. E. Flemming | 115 | 61 | 32 | 100 | 78 | 47 | I—III. |

## COMPARATIVE STATEMENT.

*The following table gives a comparative statement of the number of enrolled pupils, and of the average daily attendance, during the summer terms, from 1881 to 1884.*

| SCHOOLS. | 1874. | | 1875. | | 1876. | | 1877. | | 1878. | | 1879. | | 1880. | | 1881. | | 1882. | | 1883. | | 1884. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. | Pupils. | Average Attend. |
| Acadian | 208 | 147 | 200 | 143 | 169 | 115 | 151 | 101 | 161 | 112 | 184 | 125 | 145 | 103 | 132 | 89 | 132 | 87 | 137 | 101 | 141 | 85 |
| Africville | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 31 | 20 | 31 | 17 |
| Agricola Street | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 174 | 139 | 264 | 201 | 260 | 193 | 277 | 194 | 281 | 197 | 288 | 203 | 269 | 204 |
| Albro Street | 572 | 394 | 614 | 458 | 649 | 471 | 629 | 462 | 542 | 431 | 544 | 418 | 523 | 408 | 498 | 378 | 524 | 414 | 560 | 403 | 591 | 446 |
| Beech Street | 102 | 77 | 124 | 78 | 203 | 106 | 231 | 150 | 195 | 133 | 151 | 106 | 143 | 108 | 152 | 111 | 148 | 117 | 150 | 115 | 138 | 100 |
| Brunswick Street | 577 | 390 | 573 | 399 | 552 | 384 | 577 | 406 | 552 | 401 | 519 | 381 | 525 | 381 | 519 | 360 | 526 | 362 | 541 | 385 | 568 | 386 |
| Coburg Road | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 53 | 40 | 55 | 42 | 52 | 41 | 54 | 41 | 50 | 46 | 38 | 32 |
| Dutch Village | ..... | ..... | 70 | 44 | 68 | 55 | 65 | 49 | 60 | 48 | 70 | 47 | 77 | 53 | 63 | 44 | 48 | 41 | 56 | 52 | 60 | 54 |
| Industrial | 52 | 42 | 47 | 40 | 38 | 28 | 32 | 28 | 34 | 28 | 34 | 27 | 36 | 33 | 37 | 31 | 31 | 28 | 29 | 26 | 36 | 32 |
| Inglis | 175 | 55 | 203 | 63 | 163 | 67 | 120 | 51 | 80 | 41 | 49 | 22 | 58 | 20 | 47 | 17 | ..... | ..... | ..... | ..... | ..... | ..... |
| Lockman Street | ..... | ..... | ..... | ..... | ..... | ..... | 48 | 22 | 50 | 37 | 50 | 30 | 48 | 30 | 39 | 20 | 38 | 10 | 40 | 17 | 47 | 25 |
| Maynard | ..... | ..... | ..... | ..... | ..... | ..... | 140 | 59 | 120 | 67 | 123 | 78 | 102 | 65 | 102 | 67 | 104 | 71 | 98 | 67 | 122 | 67 |
| Morris Street (boys and girls) | 664 | 451 | 612 | 446 | 567 | 382 | 620 | 409 | 540 | 380 | 567 | 411 | 569 | 438 | 316 | 237 | 313 | 231 | 283 | 255 | 289 | 219 |
| " (girls) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 260 | 187 | 253 | 180 | 252 | 185 | 261 | 170 |
| National | 209 | 163 | 197 | 156 | 198 | 151 | 203 | 161 | 198 | 145 | 227 | 157 | 246 | 156 | 210 | 149 | 199 | 147 | 178 | 139 | 185 | 140 |
| Poor Asylum | 51 | 26 | 54 | 52 | 53 | 32 | 53 | 36 | 38 | 30 | 40 | 31 | 28 | 28 | 48 | 31 | 36 | 14 | 19 | 10 | 22 | 7 |
| Richmond | 253 | 175 | 256 | 169 | 254 | 181 | 240 | 175 | 239 | 177 | 254 | 191 | 229 | 171 | 262 | 170 | 223 | 150 | 239 | 150 | 212 | 145 |
| Russell Street | 232 | 163 | 225 | 169 | 233 | 172 | 246 | 188 | 238 | 182 | 244 | 183 | 252 | 186 | 255 | 187 | 315 | 230 | 263 | 219 | 342 | 249 |
| St. Mary's (boys) | 383 | 342 | 377 | 341 | 354 | 260 | 300 | 213 | 304 | 235 | 349 | 250 | 330 | 260 | 293 | 223 | 297 | 210 | 302 | 250 | 329 | 243 |
| " (girls) | 310 | 265 | 280 | 250 | 268 | 243 | 324 | 273 | 304 | 266 | 348 | 276 | 327 | 271 | 338 | 279 | 294 | 250 | 320 | 267 | 413 | 279 |
| St. Patrick's (boys) | 341 | 265 | 358 | 274 | 340 | 264 | 346 | 268 | 345 | 282 | 336 | 262 | 349 | 269 | 401 | 300 | 464 | 312 | 497 | 384 | 435 | 329 |
| " (girls) | 440 | 404 | 460 | 410 | 389 | 337 | 409 | 356 | 440 | 405 | 462 | 375 | 460 | 379 | 445 | 366 | 462 | 358 | 472 | 374 | 493 | 365 |
| Summer Street | 198 | 140 | 174 | 130 | 195 | 132 | 200 | 147 | 197 | 145 | 204 | 144 | 197 | 161 | 201 | 157 | 195 | 149 | 205 | 176 | 244 | 173 |
| Tower Road | ..... | ..... | 83 | 66 | 144 | 92 | 170 | 104 | 201 | 133 | 132 | 92 | 132 | 86 | 127 | 85 | 114 | 78 | 107 | 71 | 122 | 80 |

## CHANGES IN TEACHERS.

*Transferred.*

Janet A. McLeod, from Acadian School, 2nd Department, to Brunswick St. School, 6th Department.

S. W. Shields, from 5th Department Albro St. School, to 4th Department Albro St. School.

Mary A. Johns, from 6th Department Albro St. School, to 5th Department Albro St. School.

E. W. Elsdon, from 10th Department Albro St. School, to 7th Department Albro St. School, and subsequently to her former position.

Maggie R. McCurdy, from Lockman St. School, to 5th Department Albro St. School, and then to 6th Department, Albro St. School.

Mrs. Charlotte Hosterman, from 2nd Department Beech St. School, to 3rd Department Beech St. School.

Mary H. Grierson, from 3rd Department Beech St. School, to 2nd Department Beech St. School.

Emily F. Richardson, from 3rd Department Brunswick St. School, to 2nd Girls' Department, Morris St. School.

Janet R. McArthur, from 4th Department Brunswick St. School, to 2nd Department Acadian School.

Ella M. Curren, from 6th Department Brunswick St. School, to 4th Department Brunswick St. School.

James A. Smith, from 1st Department Maynard St. School, to 11th Department Albro St. School.

Jane Bruce, from Lockman St. School, to 1st Department Maynard St. School.

Florence A. Peters, from 1st Girls' Department, Morris St. School, to 3rd Department Brunswick St. School.

Jane Cunningham, from 2nd Girls' Department Morris St. School, to 1st Girls' Department Morris St. School.

Sister Bernard, from 1st Girls' Department St. Mary's School, to 1st Girls' Department St. Patrick's School.

Sister Pius, from 2nd Girls' Department St. Mary's School, to 1st Girls' Department St. Mary's School.

Sister Martina, from 3rd Girls' Department, St. Mary's School, to 5th Girls' Department, St. Mary's School.

Sister DeChantal, from 5th Girls' Department, St. Mary's School, to 3rd Girls' Department, St. Mary's School, and then to the 2nd Department same school.

Mrs. Hannah E. Coleman, from 5th Boys' Department, St. Patrick's School, to 6th Boys' Department, St. Patrick's School.

Margaret Sullivan, from 6th Boys' Department St. Patrick's School, to 5th Boys' Department, St. Patrick's School.

Sister Dolorosa, from 1st Girls' Department, St. Patrick's School, to 2nd Girls' Department, St. Patrick's School.

Sister Ambrosa, from 2nd Girls' Department, St. Patrick's School, to 3rd Girls' Department, St. Patrick's School.

Sister Perpetua, from 3rd Girls' Department, St. Patrick's School, to 3rd Girls' Department, St. Mary's School.

S. J. Sullivan, from 2nd Department Tower Road School, to 10th Department Albro St. School, and subsequently to her former position.

*Resigned.*

| | | Term of Service. |
|---|---|---|
| Alexander McKay... | Dept. Math. and Ph. Sc., Hx. High School. | 3 yrs. |
| James Leichti..... | Modern Languages Dept., " " | 7 " |
| Geo. M. Huggins.... | 2nd Dept. Albro St. School..... | 6 " |
| Alice M. Mason..... | 4th " " " ..... | 8 " |
| Bessie I. Mitchell.... | 7th " " " ..... | 10 " |
| Fred. A. Rand..... | 2nd Boys' Dept., Morris St. School .... | 2 " |
| Mary A. Wyllie. ... | 2nd Dept., Richmond School. ..... | 3 " |
| Sister M. Philippa ... | 2nd Girls' Dept., Russell St. School ..... | 1 " |
| Frederick T. Burke . | 1st Boys' Dept., St. Mary's School ..... | 8 " |
| John M. Vereker.... | 2nd " " " " ..... | 7 " |
| John P. Griffin . ... | 2nd " " St. Patrick's " ..... | 16 " |
| John W. Walsh . .. | 3rd " " " " ..... | 3 mos |
| Mlle. B. E. Hibbitts . | 1st " " Summer St. " ..... | 5 yrs. |
| Mary S. O'Toole ... | 2nd " " " " ..... | 13 " |
| Margt. E. Flemming. | 2nd " " Tower Road " ..... | 7 " |

*Appointed.*

| | |
|---|---|
| A. J. Denton... ... | to Dept. Math and Ph. Sc., Hx. High School. |
| N. C. James... ... | " Modern Languages and Ind. Drawing, High Sch. |
| W. E. Thompson.. | " 2nd Dept. Albro St. School |
| Jane Bruce..... | " Lockman St. School. |
| Aulay Morrison.... | " 2nd Dept. Morris St. School. |
| Edith A. Alison..... | " 2nd " Richmond " |
| Sister Berchmens... | " 2nd Girls' Dept. Russell St. School. |
| J. J. Cameron .... | " 1st Boys' Dept., St. Mary's School. |
| J. A. Wall. ..... | " 2nd " " " " |
| A. J. G. McEchen. | " 2nd " " St. Patrick's " |
| Cassie Carten. ... | " 3rd " " " " |
| Mme. Foley..... | " 1st Dept., Summer St. School. |
| | " 2nd " " " |

# HIGH SCHOOLS.

## I. HALIFAX HIGH SCHOOL.

This School has received much attention from the Board during the past year. A new syllabus for the Entrance Examinations was prescribed. By this syllabus, while the extent of the subjects was curtailed and more accurately defined, yet, greater thoroughness in each was required of the candidates. By it, also, reading and spelling were accounted important elements in determining a boy's fitness for entrance into High School work. This gave a decided stimulus to the more careful study of these branches in all those schools which prepared pupils for the Halifax High School. The time of the Entrance Examination was also changed, so as to cause it to synchronize with the time of grading in the common schools, thereby preventing much inconvenience to the latter.

## ENTRANCE EXAMINATIONS.

Examinations for admission were held April 28th and October 27th, 1884, under the amended Regulations.

The results of these Examinations are given in the following table :—

*April 28th, 29th, 1884.*

| Name. | Age. | | Where Educated. | |
|---|---|---|---|---|
| Alexander, James S. | 15 | Scholarship | Albro St. | School. |
| Blackadar, Frank A. | 15 | Paying | " | " |
| Burbridge, Geo. A | 13 | Scholarship | Morris St. | " |
| Chipman, Arthur S. | 14 | Paying | Albro St. | " |
| Conrod, William H | 12 | Scholarship | " | " |
| Coombes, Edmund G. | 13 | Scholarship | Morris St. | " |
| Crowe, R. William | 14 | " | " | " |
| Dalton, Harry H | 13 | Paying | Albro St. | " |
| Davison, Walter S. | 12 | Scholarship | " | " |
| DeBlois, George | 13 | " | " | " |
| Davis, Charles | 15 | Paying | National | " |
| Gossip, Arthur | 12 | Scholarship | Morris St. | " |
| Harris, William C. | 16 | " | Albro St. | " |
| Hilchie, Charles T. | 12 | " | " | " |
| Holloway, William | 12 | " | Morris St. | " |
| Jamieson, James G. | 14 | Dechman Scholarship | " | " |
| Jones, James C. | 13 | Scholarship | " | " |
| Jost, Allan D. | 12 | " | Albro St. | " |
| Keating, Henry E. C. | 12 | Paying | Morris St. | " |
| McLeod, George | 13 | Scholarship | Albro St. | " |
| McLarren, Allan H. | 14 | " | Morris St. | " |
| Pearman, William S. | 12 | Paying | Albro St. | " |
| Rutherford, Douglas | 13 | Scholarship | " | " |
| Smith, Harry O. | 13 | " | " | " |
| Teasdale, Thomas C. | 15 | " | Morris St | " |
| Wetmore, Robert K. | 14 | Paying | Albro St. | " |
| Wilson, Arthur E. | 14 | " | " | " |
| Wood, Alex. U | 13 | Scholarship | Morris St. | " |

*October 27th, 28th, 1884.*

| | | | | |
|---|---|---|---|---|
| Dimock, Frank W. | 14 | Paying | Prep. Dept. | H. Sch. |
| Stikeman, Walter C. | 14 | " | " | " |
| Vizard, Leonard F. | 11 | " | " | " |
| Crofton, Algernon F. B. | 10 | " | " | " |
| Wetmore, Robert K. | 14 | Honor Scholarship | Albro St. | School. |
| Seabrook, George T. | | " | " | " |
| Preedy, William M. | 15 | " | " | " |
| Pearman, William S. | 13 | " | " | " |
| Piers, Harry | 14 | " | " | " |
| O'Donnell, C. Percy. | 15 | " | " | " |
| McKay, Alfred A. | 13 | Paying | " | " |
| MacCoy, Wensley B. | 14 | " | Moris St. | " |

| Name. | Age. | Where Educated. | | |
|---|---|---|---|---|
| Mills, Matthew ..... | 14 | Honor Scholarship.... | Albro St. | School. |
| Lilly, John . .... | 14 | " .... | " | " |
| Harris, Clifton J... | 14 | " .... | " | " |
| Davis, Charles S ... | 15 | " .... | National | " |
| Daniel, Wm. H..... | 14 | " .... | Albro St. | " |
| Dalton, Harry H ... | 13 | " .... | " | " |
| Cameron, Simon H. H. | 14 | " .... | Russel St. | " |
| Bartlow, Thomas F.. | 14 | " .... | Albro St. | " |

Examinations supplementary to those of June, 1883, were held on December, 21st and 22nd, resulting as below:—

| Name. | Age. | Where Educated. | | |
|---|---|---|---|---|
| Grant, William ..... | 13 | Honor Scholarship.... | National | School. |
| Herschfield, Frank .. | 13 | " .... | " | " |
| Hart, Percie W. E... | 13 | Paying..... | Prep. Dept. | H. Sch. |
| Knight, Chas. G. W. | 13 | " ..... | " | " |
| Thompson, James... | 13 | " ..... | Private Tuition. | |
| Anderson, Paul..... | 13 | Dechman Scholarship.. | National School. | |

*March 3rd, 1884.*

| | | | | |
|---|---|---|---|---|
| Moren, Arthur ..... | 13 | Paying... ..... | Prep. Dept. | H. Sch. |
| Waddell, Hiram .... | 13 | " ..... | Dartmouth School. | |

In order to give a clear idea of the nature and difficulty of the Entrance Examinations, the papers for the April examination are given in the Appendix to this Report.

### LATIN AND GREEK.

For some time past our leading educationists have doubted the propriety of forcing Latin upon pupils who had no taste for it, or, who knowing their time in school to be short, believed that it would be more profitably employed in other studies. Some of the masters of the High School also felt that in many cases Classics made so large a draft upon the time and energies of the pupils as to make the successful prosecution of other studies an impossibility.

After proper deliberation on the part of the Board it was decided that:—"*No scholar of the High School shall be required to study Latin; but all scholars wishing to omit the study of Latin shall be required to state their reasons to the masters of the High School before such exemption is granted.*"

The last clause was added to guard pupils against the omission of such an important study, out of caprice, or without due deliberation.

With regard to the utility of the study of the Ancient Classics there exists here, as elsewhere, a great diversity of opinion. A very large majority of those who have enjoyed the advantages of a uni-

versity education, and who, therefore, largely form public opinion on this subject, believe that breadth of culture and scholarship cannot be attained without a study of Latin and Greek. This mistake is quite natural, for we are apt to attach an undue value to what we know best. Such persons tacitly assume that the old system must be *the* system, because it produced *them*. On the other hand we are all the more apt, presumptuously, to undervalue those subjects of which we know nothing, and without which we have been successful. Many foolishly disclaim against the study of the Classics as if it were a relic of the dark ages. But here, as in many other cases, in *medio tutissimus ibis*.

Of the pupils who are attending the High School about one out of every twenty enters college; one-third continue in school until they reach the age of 16 or 17; and all the rest leave as soon as they can get good situations in banks, stores or workshops. Surely these three classes of pupils must stand in very different relations to classical studies.

The four or five boys who intend to pursue a classical course in the university might be excused from English Composition and Grammar, Geography and perhaps English Literature, and General History, in order that they might devote their energies to a thorough drill in the elaborate system of inflections and grammatical forms of these dead languages.

Of the 40 or 45 who are admitted to the High School annually about 15 remain four or five years, and then enter professional life. Latin should be taught to these pupils, (1), because a knowledge of the science of English Grammar implies a knowledge of the grammar of some other language, and Latin, on account of its regularity and its fundamental relations to English and other modern languages, is of much more general utility than any other for this purpose, and (2) because of the part it has played in developing the intellectual life of modern nations whose literature is saturated with allusions and modes of thought derived from it. Pupils of this class should not be required to devote their time to the "niceties and elegancies, the refinements of Greek and Latin scholarship." The ability to translate a few of the easier and more valuable Latin authors into good English will ensure all the benefits that can be derived from the study of Classics by those who are to leave it off at the age of 17. To them Latin Composition and the memorizing of much of the Latin Grammar is not a necessity. After a few preliminary lessons some interesting passage from Cæsar or Horace might be selected and "dealt with exhaustively, and made not only a specimen of the way in which a passage might be investigated, but a centre round which grammatical knowledge might cluster, and to which all new acquisitions might be referred by way of comparison or contrast."

The study of cognate grammatical constructions should be coincident in the Classical and English departments. The same style of treating good sentences from English authors and from Latin authors would conserve the energies of both teachers and pupils. The read-

ding of the *Ars Poetica* would add an additional charm and interest to the reading of the *Essay on Criticism* and vice versa; or an *Oration of Cicero* might be studied at the same time as *Macauly's Warren Hastings.*

For the majority of our boys who leave the High School at an early age the formal study of Latin is a mistake, as it crowds out studies much more useful and practical. Yet they should be taught something of Latin, something of its history, and how English words are derived from it. This can be done most advantageously in connection with their philological studies in the English department. A very satisfactory exhibition of what can be done in this way was given in the Public Examination of 1883.

### MODERN LANGUAGES.

A change was made in this department of the High School by the resignation of the French Tutor, Prof. Liechti, who was advanced to a Professorship in Dalhousie University, and whose place was filled by the appointment of N. C. James, A. B., a graduate in Honors of the University of Toronto.

Prof. Liechti was engaged in the High School only 3 hours each day. There were usually four or five classes of about 20 pupils each. As French and German were both taught it will be evident that the time must have been inadequate to the work required—an injustice to both teachers and pupils. Further, no provision had ever been made for the systematic instruction of the High School pupils in Industrial Drawing. Practical men considered that education by the State should include such training of the hand and eye as would in general terms fit *all* pupils for any form of skilled labor. Mr. James having been found possessed of the necessary qualifications, was accordingly appointed Master of Modern Languages and Industrial Drawing.

From the experience of other towns it was found that Industrial Drawing could be most effectively and economically taught to all pupils in the Common Schools by the employment of an expert in the training of the regular teachers. Mr. James devotes three hours per week in this way.

In a country like ours a knowledge of French is of much value *directly* as well as *educationally.* It is gratifying, therefore, to find that 97 out of 98 boys in the higher classes are reported as studying it. Mr James very wisely gives as much attention as possible to audition and French conversation, believing with Marcel that "Half the knowledge with twice the power of applying it is better than twice the knowledge with half the power of application." These principles underlie the very successful teaching of French in the Summer St. School.

### ENGLISH.

In this department Mr. Waddell has been endeavoring with, I believe very fair success, to do something more than in previous

years, to inspire his pupils with a desire for good reading and to give them the power of forming definite, correct, and independent opinions on the merits of an author, both as to style and matter. This he does first and chiefly by the careful reading and critical study of a few English masterpieces,—memorizing the choicest portions, and secondly, by such a survey of the field of literature as will enable his pupils to select wisely for future reading.

It is appalling to think of how many of our young people are clandestinely devouring the worse than worthless sensational literature of the day—an evil which is tending to sap the foundation of every class in society alike. How much time is spent by the greater number of teachers in merely teaching children to read, and how little in trying to make them love and enjoy good reading only, and yet no part of the teacher's work is more important to the individual or to society.

### MATHEMATICS AND NATURAL HISTORY.

The new master in this department, A. J. Denton, A. B., of Acadia College, has been following out the plan of previous years, supplemented by a course of Bookkeeping. It will be noticed here, as in other departments of the High School, that it has been the aim of the masters to bring school as much as possible into harmony with the requirements of the community, and to keep up with the times.

Some important additions were made to the physical apparatus during the year.

The order in which Mr. Denton teaches the various branches of Natural Science depends upon the fundamental principle that it is best for the individual in any study to pursue the path by which mankind before him arrived at the conclusions which he seeks to establish,—that a knowledge of the more obvious and general properties of matter should precede a knowledge of the more recondite qualities. By this means in natural and easy gradations he proceeds from the study of masses to that of molecules, then of atoms, then of matter as associated with life:—physics first; then chemistry; and lastly physiology, the most important.

### PREPARATORY DEPARTMENT.

Mr. Page has now been connected with the High School for three years, and, during that time, 37 boys were prepared by him for entrance into the higher classes.

### ORGANIZATION.

The pupils of the High School proper are arranged into four divisions—the first division being generally composed of those who last entered the school. It, therefore, embraces, (1) Honor scholars who were well drilled in the public schools, and who passed a difficult examination, and (2), of paying pupils, who entered on a very much lower grade. From this diversity arises one of the most serious

difficulties with which the masters have to contend. All pupils should enter, possessing the same scholastic attainments.

There are seven sessions of 40 or 45 minutes each, in a school day—also two recesses, one of five minutes at 10.20 a. m., and another of ten minutes at 11.45 a. m. Experience has shown that forty minutes of earnest and undivided attention exhausts the energies of any pupil, and that a change of employment is then profitable. Of course, a dull teacher who cannot secure more than half attention, can afford to have longer sessions. The above arrangement is found to work admirably in this school.

The time to be devoted to various subjects, the order in which they are to be taken up, and the amount of work to be done, is mainly, if not wholly, decided by each master for himself, and may, therefore, vary much from term to term. This is a defect which should be remedied at as early a date as possible. Great benefit would result from regular weekly or monthly meetings of the masters for the purpose of mutual consultation, for discussion on the course of study, or concerning pupils' conduct, or about any other matter affecting the school. This is absolutely necessary if the school is to be at "unity with itself, and if all parts are to fit together,"—if there is to be thorough and intelligent co-operation towards a common end.

### RECORD OF THE SCHOOL FOR THE YEAR.

E. P. Allison, recently a pupil, matriculated at Dalhousie University, taking a Munro bursary, worth $150 a year for two years. Charles Helms, J. Davison, W. Fulton and E. M. Saunders also matriculated at the same University. John Silver matriculated at King's College.

### IMPORTANCE OF THE HIGH SCHOOL.

Although a small proportion only of our pupils avail themselves of the High School, yet it is indispensable and invaluable in our educational system, because—

(1.) It stimulates the common schools to more systematic effort and to greater effieiency.

(2.) It affords in all its departments, comprehensive and thorough training, deserving of more recognition than it receives.

(3.) It is only in the High School that the fruit-bearing stage of many of the common school studies is reached. A boy acquires the art of reading. He is as likely to abuse that art in feeding his mind on unwholesome dime novels as he is to use it aright. It is the business of the High School, in following up this subject, to give him a correct, elevating and discriminating taste. Grammar, as usually taught, is of almost no use, unless a higher course of instruction turns its abstractions to practical account. And so with other studies.

(4.) It eliminates the evils of caste. In the High School brain and moral worth have a fair chance and count for everything, as they should, whether their possessors be poor or rich; while social position, independent of them, is estimated at its true value. Very many talented pupils, from the middle and lower ranks, are raised up to repay, amply, the cost of their education to the city. Education works from the top downward and not reversely. Superintendent Philbrick, of Boston, says that the common school is always feeble and inefficient when high schools are wanting.

The cost of the High School is often complained of, especially by those of the rich, who, from whatever cause, do not avail themselves of its advantages. The poor do not seem to feel the burden so heavily, inasmuch as they have everything to gain, and they receive, even in the common schools, much more than the equivalent of the school tax which they have to pay. Our wealthy classes, however, should consider that it is of more importance to them than to others that those energetic characters, which, with or without an education, will, in a free community, force themselves up from every social grade to direct the affairs of the city.—that they should receive an education which will make the power which they must wield beneficient to society at large—that the High School, *par excellence*, supplies suitable mental culture,—and that, as someone says, *the poorest speculation in financial affairs is to knock the brains out of the community to save money.*

Seeing that we have a very fine High School building, in a central locality, an efficient staff of instructors, and a large population, the questions are often asked, why there is not more interest taken in the school, and why there are not more pupils. These questions, easy of solution, will be partially answered in the reply to the question:—What can be done to utilize the High School to its fullest extent without appreciably, if at all, increasing its cost to the city?

(1.) Let it be free to all within the County of Halifax who can pass a prescribed examination—the eighth grade of the Common School Course, in order that it may become entitled to as large a Government grant as any other similar institutions in this Province.

(2.) Let girls be admitted on the same conditions as boys.

(3.) When there is room, let pupils be admitted from beyond the county on the payment of $12 a year,—the amount charged in Pictou Academy which thus admits 40 outsiders—an intellectual and financial gain.

(4.) Let there be a prescribed course of study suited to the requirements of the community. All the colleges are moving towards a uniform matriculation examination. There can, therefore, be no injustice done to any college by such a modification of the Course of Study as will give to the children of the citizens of Halifax a better chance than they now possess of competing with the other High Schools and Academies of the Province, for the various honors and prizes open to those who possess superior ability and scholarship.

The Course of Study should also embrace a thorough grounding in Book-keeping, Mechanics and Industrial Drawing.

With the above conditions fulfilled, the High School would within six months number 200 or 250 pupils, with a staff of eight teachers—three of those being from the Common Schools. The average cost per pupil would only be a little over one-half what it is now. All the rooms of the High School would be utilized,—the rent of Prince William St. School saved to the Board—and the Government contributing about $1200 a year more than it does now towards the support of a school of which every citizen of Halifax would be proud.

NOTE.—A resolution on this subject will be found in the Appendix.

## BRUNSWICK STREET GIRLS' HIGH SCHOOL.

### CENTRALIZATION.

In the First Girls' Department of Morris St. School, there were, at the beginning of the year, a few young ladies who were well advanced in High School work. They had a legal and equitable right to still higher education, and they earnestly desired it. But proper attention to them implied inattention and injustice to five-sixths of the pupils of the same department. Their talented young teacher was taxing her energies unduly by giving them much of her time after school. The same kind of high school work was done to a greater extent in Brunswick St. School, and also in a very creditable manner in Agricola St. School. Instead of dissipating the energies of so many teachers, by such a variety of subjects, taught to pupils of such diverse attainments, an extended principle of grading was adopted, by which as many as possible of the higher pupils were brought together under the combined tuition of the Principal and Vice-Principal of the more central school, and the subjects of study were divided between these two teachers, so that each taught the subjects for which she was best adapted. The extent of the field of labour being thus lessened, the work was more thoroughly and easily done. The teachers of the outlying schools were left free to give their attention to those of their pupils who needed it most. The teachers and taught in all those schools were benefitted.

## ST. PATRICK'S GIRLS' HIGH SCHOOL.

A similiar state of things existed in the Senior Girls' Department of St. Mary's, Summer St., St. Patrick's and Russell St. Schools. A class of advanced pupils was formed and placed under the management of Sister Bernard, a lady who has displayed more than ordinary administrative ability and teaching skill. Associated with her is Sister Dolorosa, to whom is assigned one-half of the subjects belonging to the High School Course. In order to raise the status of this High School and keep it at a high standard, the number in the senior class was limited as much as possible. But as there are seventeen girls' departments subsidiary to it, there will, before long, be a very large number of well prepared applicants for admission.

# COMMON SCHOOLS.

The work of the Common Schools is fairly well done. Nine teachers, out of every ten, are working in all earnestness and honesty to secure the greatest possible progress of their pupils in the greater number of subjects embraced in the Course of Study. Of the remaining one in ten, it must be said that their duties are performed in a more or less perfunctory manner. Nearly three out of every ten are born teachers and are doing superior work. A few of these have Normal School training, and have had a very beneficial influence upon those associated with them. Those who have naturally an aptitude for teaching appreciate and use good educational ideas with wonderful facility. There are a few faithful teachers on the staff who have mistaken their calling.

The misty conceptions which many teachers in common with others possess regarding the true end of education prevents the attainment of the greatest good. The acquisition of a certain mechanical facility in reading, writing and computing, the memorizing of numerous facts concerning places and past events from the highest ideal which many persons possess of what constitutes a common school education. True, these things are almost indispensable, but they are only the means to an end. "The true science of elementary education for children below the age of fourteen consists, first, in awakening the desire for knowledge; second, training the body, senses, and the faculty of observation to read the open book of nature; third, directing the youthful mind inward to a more reverent study of human nature and self-examination; fourth, showing the right way to use books and illustrations of knowledge; all the time working at the foundations of character that underlie all training of the mind, with constant regard to 'gentle manners' that are the finest flower of wisdom and goodness."

"To do contentedly and happily some useful work in the world; to resist temptation to do wrong, independent of external restraints; and in all the relations of life to treat others as he himself would be treated—these are the features of the life of a good man, and they are the features of life toward which we should work in school."

Habits of correct-*doing*, self-control, and self-reliance acquired in that miniature world, the public school, are of infinitely more importance to the pupil when he enters the outside world as an actor, than the acquisition of any amount of knowledge, even though it be of such practical subjects as faultless penmanship, bookkeeping or engineering. But do not some of our teachers work simply for the intellectual progress of their pupils,—taking special pride in the bright, clever boys or girls, or do they not work for examination day, forgetting the maxim, *perverse studet qui examinibus studet.*

If all teachers were inspired with a noble desire to direct the moral actions of their pupils would so many allow their best opportunity,—school recess,—to pass unimproved? If at any time, it is

then that their social relations can be improved—the good protected and the habits of the bad corrected. By engaging with the children in their play, directing and sympathizing with them, the teacher gains much insight into their characters, and power over them in the school-room. Besides, teachers need the fresh air and exercise quite as much as the children.

If the common schools are fully to realize the anticipations of their friends and to elevate society, teachers must be persons whose life-work is worthy of imitation. Their actions as well as their words, must be true. They must be examples of every virtue which they would inculcate, for with children example is more powerful than precept, and things seen mightier than things heard. But how are we to get such teachers? Let there be a genuine demand for properly trained teachers of a high moral standard, and the result will be, first, a very great improvement in the present staff; and second, an abundant supply of the most talented young ladies of the city, fully equipped for their work by scholastic attainments and professional training at the Normal School.

There has been nothing in connection with our schools during the past year more satisfactory than the care which was in general displayed by the Commissioners in the appointment of teachers. The Commissioners came unbiased and *unpledged* to a full discussion of the qualifications of each candidate who had any claims worth considering. They obtained all the information available previously, and gave a "fair field and no favor" to all applicants, even the suspicion of nepotism and wire-pulling being avoided. The result has been, first, that six of the best teachers in the city are among the appointments of last year; and, second, that approving of the practical establishment of this mode of appointment by the Board, and relying on its good faith, about twenty of our best substitute teachers are at the Normal School preparing to fill worthily, by honest competition, any situations that may become vacant in our schools.

### PUBLIC EXAMINATIONS.

It has been the custom in former years to begin the public examinations of primary departments about the first of April and end about the first of May; then after seven weeks to spend a week or more in reviewing the work of the senior departments. This system was attended with some evils. (1) After a department had been examined there seemed to be nothing very definite to be done in some cases for several days until the time for grading arrived. (2) The senior departments, wishing to retain its pupils for the later examinations, because too much crowded, or if the pupils were not graded into it, the department next below became overcrowded. These evils and some others were happily avoided by the adoption of the following regulations:—

1. The teachers of each department shall prepare a schedule in which shall be stated the subjects taught in the department during the current term, giving in detail the amount studied and also the amount reviewed.

2. From this schedule the presiding Commissioner, or his representative, shall select any subjects, and in any order, said subjects to be those on which the pupils are to be examined.

3. The presiding examiner shall call upon the teacher to proceed with the examination on any selected subject, in order to exhibit the proficiency of the pupils, and the teacher's mode of conducting a recitation.

4. The examiner may then ask any questions, or invite visitors to do so, before the next subject is taken up and treated in the same way.

5. After a sufficient time has been devoted to the examination, the examiner shall proceed to distribute the prizes and testimonials awarded to the department.

6. No pupil from any other department shall be permitted to be present.

Acting under these regulations, six of the Commissioners on alternate days took charge of as many departments, an hour in each class, —the other six, not on special duty, visiting the principal's department and devoting half a day to a more careful examination. By this arrangement the whole work of examining all the departments was concluded in five days, ending on Friday, April the 25th. The 28th, 29th and 30th were devoted to the grading of the classes.

## PRIZES.

Prizes and testimonials were awarded under the new regulations, but it was decided that hereafter the giving of prizes be discontinued.

That clever pupils did not require, but were rather injured by these artificial stimulations of vanity and emulation,—that dull pupils were not affected by them,—that it was impossible to decide who were justly entitled to them,—that they took the place of nobler motives as incentives to study,—and that the Board was paying $200 a year for a doubtful good,—were among the reasons that brought about the discontinuance of the giving of prizes.

## TEACHERS' MEETINGS.

Under the following regulation a meeting of the teachers of the city was held on the 3rd of July, 1884:—

1. That it shall be the duty of the Supervisor to organize teachers' meetings (1) for the discussion of such educational questions as he may consider profitable to the public schools of the city; (2) for the purpose of enabling teachers, when requested by the supervisor, to teach classes in presence of the other teachers, on any subject in the Common School Course of Study: and (3) for the purpose of encouraging the formation of a professional library for the use of the city teachers. It shall be the duty of all teachers when notified by the supervisor, to be present at such meetings. Absence or neglect of duty at such meetings to be dealt with in the same way as absence from or neglect to perform other school duties. Teachers of any Religious Orders not to be required to attend elsewhere than in their own buildings.

The Chairman of the Board was present at the meeting and presided. Prof. Peabody, of Princeton, gave a reading and a recitation and some excercises on voice culture followed by excellent practical remarks. Miss Elsdon gave a spirited and excellent reading from Hiawatha, and Miss McCurdy of Brunswick St. School, gave an illustrative lesson in phonic reading, in the teaching of which she excels. This meeting was followed by two meetings of Principals which have already resulted in much good, in their defining of the duties, and the calling of their attention to the necessity of having regular meetings with their subordinates, for the purpose of preparing time-tables, discussing questions relating to their individual schools, &c. Occasional meetings of all the teachers will arouse their energies and create an *esprit de corps* necessary to advancement. They will afford opportunities for the interchange of ideas, mutual improvement and partly supplement the want of Normal School training.

### IMPROVED GRADING.

The separation of the sexes in such small schools as those of Beech St., Tower Road and Maynard St., was found to interfere very materially with the proper grading of the pupils, and, consequently, with the efficiency of the schools. Co-education was adopted, resulting in an elevation of the mental and moral tone of the various departments. It is found that good order is more easily maintained, now, than formerly. The Maynard St. School was supplied with the best quality of patent desks, and placed under the able management of Miss Bruce. The pupils are making rapid progress.

### PLAY-GROUNDS.

The sanitary condition of St. Patrick's and Brunswick St. Schools was very much improved by the construction of drains and the securing of more commodious play-grounds. Much credit is due to the late Vice-Chairman of the Board, Mr. Walsh, for the untiring energy with which he laboured to obtain, among other improvements, these enlarged areas in which the pupils of these two important schools might breathe pure air and enjoy physical exercise. Trees, to embellish the grounds around our school houses, and to develop in our children a love of the beautiful; and some simple gymnastic apparatus, as parallel bars, &c., by means of which they could exercise their muscles and improve their physiques; these things are desiderata in all our play-grounds. The cost would be trifling compared to that of the splendid granite walls which are soon to enclose the Parade, while the benefit of the former to the citizens would be a hundred-fold greater.

Statistical information will be found in Tables A, B, C, D, prepared from Teachers' Returns.

Respectfully submitted,

ALEXANDER McKAY,
*Supervisor.*

SCHOOL COMMISSIONERS' OFFICE,
*November, 1884.*

# ANNUAL REPORT

OF THE

# SUPERINTENDENT OF EDUCATION

ON THE

## COMMON, ACADEMIC, NORMAL AND MODEL

# Schools of Nova Scotia,

FOR THE

## YEAR ENDING 31st OCTOBER, 1885.

HALIFAX, N. S.
COMMISSIONER OF PUBLIC WORKS AND MINES, QUEEN'S PRINTER
1886.

EDUCATION OFFICE,

HALIFAX, March, 1886.

SIR,—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my Report on the Common, Academic, Normal and Model Schools of Nova Scotia, for the School Year ended October 31, 1885.

I am, with respect,

Your obedient servant,

DAVID ALLISON,
*Superintendent of Education.*

To the Hon. W. S. FIELDING, M. P. P.,
*Provincial Secretary.*

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# PART I.

# GENERAL REPORT, 1885.

# ANNUAL REPORT

ON THE

# COMMON, ACADEMIC,

AND

# NORMAL AND MODEL SCHOOLS

OF

# NOVA SCOTIA, 1885.

---

To His Honor MATTHEW HENRY RICHEY, Esquire,
*Lieutenant-Governor of the Province of Nova Scotia:*

MAY IT PLEASE YOUR HONOR,—

In pursuance of the duty imposed upon me by the Act relating to Public Instruction, I submit my Report on the operations of the Public Schools for the year ended October 31st, 1885.

I have sought to make the statistical returns accurate and intelligible; and the Report, as a whole, a reliable exposition of the educational condition of the Province.

The ordinary work of the schools has been prosecuted with more than usual efficiency, while the important problem of securing for it greater adaptation to existing industrial and social conditions, without detriment to the interests of general education, has attracted in many quarters an encouraging amount of attention.

The completion of the twentieth year of its operation finds our Free School System accomplishing more largely than ever the beneficent purposes for which it was established. In respect of schools, teachers, and registered pupils, the record surpasses that of any previous year. The total registration exceeds last year's by upwards of two thousand (2218), and testifies to the growing attractiveness and efficiency of the schools in general.

# STATISTICAL ABSTRACT.

## 1.—School Sections.

| | |
|---|---|
| Total number in Province | 1839 |
| " " " 1884 | 1833 |
| Increase | 6 |

| | Winter. | Summer. | Year. |
|---|---|---|---|
| No. of Sections without Schools | 316 | 187 | 95 |
| " " " 1884 | 343 | 215 | 115 |
| Decrease | 27 | Decrease 28 | Decrease 20 |

## 2.—No. of Schools, Pupils, Teachers, &c.

| | Winter. | | Summer. |
|---|---|---|---|
| Total No. Schools in operation | 1942 | | 2065 |
| " " " 1884 | 1889 | | 2014 |
| Increase | 53 | Increase | 51 |
| Total No. of Registered Pupils | 81472 | | 86578 |
| " " " 1884 | 80041 | | 84266 |
| Increase | 1431 | Increase | 2312 |

| | |
|---|---|
| Total No. different Pupils during year | 103287 |
| " " " 1884 | 101069 |
| Increase | 2218 |

| | | | |
|---|---|---|---|
| Total No. of Teachers and Licensed Assistants employed | 1982 | | 2127 |
| " " " 1884 | 1939 | | 2090 |
| Increase | 43 | Increase | 37 |

## 3.—Proportion of Population at School, &c.

| | | | |
|---|---|---|---|
| Proportion of Population at School | 1 in 5.4 | | 1 in 5 |
| " " " 1884 | 1 in 5.5 | | 1 in 5.2 |
| Increase | 1 in 307 | Inc. | 1 in 190 |

| | | | | |
|---|---|---|---|---|
| Proportion of Population at School during year..... | | | | 1 in 4.2 |
| " " " " 1884..... | | | | 1 in 4.3 |
| Increase..... | | | | 1 in 198 |
| No. of Pupils daily present on an average for time in session..... | 46510.1 | | | 50286.7 |
| " " " 1884..... | 46300. | | | 48261.8 |
| Increase..... | 210.1 | Increase | | 2024.9 |
| No. of Pupils daily present on full term average ..... | 44214.5 | | | 47457.9 |
| " " " 1884..... | 43888.6 | | | 45194.6 |
| Increase..... | 325.9 | Increase.. | | 2263.3 |
| Pecentage Pupils daily present on an average for time schools were in session | 57.6 | | | 58. |
| " " " 1884.. | 57.8 | | | 57.2 |
| Decrease..... | .2 | Increase.. | | .8 |
| Percentage of Pupils daily present on an average for full term..... | 54.7 | | | 54.8 |
| " " " 1884.. | 54.8 | | | 53.6 |
| Decrease..... | .1 | Increase.. | | 1.2 |
| Grand total days' attendance..... | 5068177 | | | 5072519 |
| " " " 1884 ..... | 5101954 | | | 4905065 |
| Decrease..... | 33777 | Increase. | | 167454 |

4.—Classification of Teachers.

| | Winter. | | Summer. |
|---|---|---|---|
| Academic Grade ..... | 30 | | 35 |
| " " 1884..... | 32 | | 30 |
| Decrease..... | 2 | Increase.... | 5 |
| First Class (Grade B) Male Teachers.... | 218 | | 190 |
| " " " 1884 | 222 | | 198 |
| Decrease..... | 4 | Decrease.... | 8 |
| First Class (Grade B) Female Teachers.. | 87 | | 92 |
| " " " 1884 | 73 | | 88 |
| Increase ..... | 14 | Increase.... | 4 |

| | | | |
|---|---|---|---|
| Second Class (Grade C) Male Teachers .. | 210 | | 174 |
| " " " 1884 | 220 | | 172 |
| Decrease..... | 10 | Increase.... | 2 |
| Second Class (Grade C) Female Teachers, | 629 | | 688 |
| " " 1884, | 594 | | 668 |
| Increase ..... | 35 | Increase.... | 20 |
| Third Class (Grade D) Male Teachers... | 185 | | 202 |
| " " " 1884 | 194 | | 188 |
| Decrease ..... | 9 | Increase .. | 14 |
| Third Class (Grade D) Female Teachers . | 599 | | 719 |
| " " " 1884 | 577 | | 719 |
| Increase ..... | 22 | | |
| Total No. Male Teachers..... | 641 | | 598 |
| " " .....1884 | 665 | | 585 |
| Decrease ..... | 24 | Increase .. | 13 |
| Total No. Female Teachers ..... | 1317 | | 1502 |
| " " 1884..... | 1247 | | 1478 |
| Increase..... | 70 | Increase .. | 24 |

5.—Period of Service of Teachers.

| | | | |
|---|---|---|---|
| No. of Teachers engaged in same Section. | 977 | | 1235 |
| " " " 1884 | 933 | | 1164 |
| Increase..... | 44 | Increase .. | 71 |
| No. of Teachers removed to another Section | 699 | | 655 |
| " " " 1884 | 686 | | 687 |
| Increase..... | 13 | Decrease.. | 32 |
| No. of new Teachers..... | 282 | | 210 |
| " " 1884..... | 293 | | 212 |
| Increase..... | 11 | Decrease.. | 2 |

## 6.—Summary of Government Expenditure in Public Schools.

| | Winter Term. | Summer Term. |
|---|---|---|
| Common Schools | $78397 93 | $82115 62 |
| " 1884 | 75610 33 | 78083 67 |
| Increase | $ 2787 60 | $ 4031 95 |
| County Academies | | $9400 00 |
| " 1884 | | 9000 00 |
| Increase | | $ 400 00 |
| Government Expenditure assignable to Counties | | $169913 55 |
| " " " 1884 | | 162694 00 |
| Increase | | $ 7219 55 |
| Inspection of Schools | | $12000 00 |
| " " 1884 | | 12000 00 |
| | | ..... |
| Examination of Teachers | | $ 772 74 |
| " " 1884 | | 584 59 |
| Increase | | $ 188 15 |
| Travelling Expenses Normal School Pupils | | $ 1304 50 |
| " " " 1884 | | 795 10 |
| Increase | | $ 509 40 |
| Salaries | | $3000 00 |
| " 1884 | | 3000 00 |
| Travelling Expenses, Superintendent of Education | | $400 00 |
| " " " " 1884 | | 400 00 |
| Office Expenses | | $1009 32 |
| " " 1884 | | 911 69 |
| Increase | | 97 63 |

| | |
|---|---|
| Interest..... | ..... |
| " 1884..... | $463 35 |
| Decrease..... | 463 35 |
| Government Expenditure not assignable to Counties..... | $18486 56 |
| " " " " 1884.. | 18154 73 |
| | 331 83 |
| Total Government Expenditure in aid of Public Schools.. | $188400 11 |
| " " " " " 1884. | 180848 73 |
| Increase..... | 7551 38 |
| Special Academies..... | $4250 00 |
| " " 1884..... | 4000 00 |
| | 250 00 |
| Normal and Model Schools ..... | $ 6538 10 |
| " " 1884..... | 6274 85 |
| Increase..... | 263 25 |
| Total Government Expenditure for Education..... | $199188 21 |
| " " " 1884..... | 191123 58 |
| | 8064 63 |

7.—TOTAL EXPENDITURE FOR THE SUPPORT OF PUBLIC SCHOOLS.

| | | |
|---|---|---|
| Government Expenditure..... | | $188400 11 |
| Local Expenditure—County Fund..... | $120328 01 | |
| Assessment on Sections for Support of Schools ..... | 287853 00 | |
| Assessment on Sections for Building and Repairs..... | 46190 75 | |
| | | 454371 76 |
| Total Expenditure for Public Schools ..... | | $642771 87 |
| " " " 1884..... | | 615366 10 |
| Increase..... | | $ 27405 77 |

## SCHOOL STATISTICS.

Tables I–VII furnish in detail the statistics of the Public Schools in their strictly educational working. The foregoing abstract gives a summary view of the most important of these.

*Sections without Schools.*—It will be noted with pleasure that considerable decreases are reported in the number of Sections not having schools in actual operation, viz., for the winter term a decrease of 27, for the summer term a decrease of 28, and for the year as a whole, a decrease of 20. The No. of Sections without schools the entire year, for the past six years, has stood as follows:—1879–80, 176; 1880–1, 128; 1881–2, 133; 1882–3, 107; 1883–4, 115; 1884–5, 95. The last number is thus distributed among the various counties: Annapolis, 3; Antigonish, 5; Cape Breton, 12; Colchester, 3; Cumberland, 1; Digby, 3; Guysboro 11; Halifax, 10; Hants, 3; Inverness, 6; Kings 3; Lunenburg, 2; Pictou, 6; Queens, 1; Richmond, 8; Shelburne, 1; Victoria, 16; Yarmouth, 1. While the returns under this head from a few counties are still somewhat unsatisfactory,—even when allowance is made for the operation of special causes, such as those referred to in the Inspector's report for District No. 7,—the general tendency indicated by the figures quoted is highly encouraging. A gradual reduction, more gradual it is true, than is desirable, is being effected in the number of schools open but for a single term. More rapidly the means of education are being extended to localities previously destitute of them, so that the aggregate school-going population of the sections reported as without schools for the entire year, probably falls below 2000. Persons interested in noting the spread of educational facilities may advantageously consult interesting and instructive references to this subject in several of the inspectoral reports.

*Numbers of Schools and of Teachers.*—In comparison with the corresponding terms of the preceding year, the winter term shows an increase in schools in operation of 53, and in teachers employed of 43; the summer term, corresponding increases of 51 and 37. In respect of both schools and teachers, the numbers of the present year are the highest recorded.

*Attendance.*—The following is a statement of the registered attendance of pupils from 1866 to 1885, inclusive:

| Years. | No. of Pupils registered in Winter. | No. of Pupils registered in Summer. | No. different Pupils registered during the year. |
|---|---|---|---|
| 1866 | 45131 | 56017 | 71059 |
| 1867 | 61818 | 70075 | 83048 |
| 1868 | 65983 | 72141 | 88707 |
| 1869 | 72756 | 75523 | 93732 |
| 1870 | 74321 | 76237 | 94496 |
| 1871 | 74759 | 77235 | 92858 |
| 1872 | 70780 | 76496 | 91637 |
| 1873 | 70320 | 78266 | 93759 |
| 1874 | 72645 | 79910 | 93510 |
| 1875 | 76349 | 81878 | 94029 |
| 1876 | 77593 | 82034 | 94162 |
| 1877 | 80788 | 83941 | 100710 |
| 1878 | 81523 | 84169 | 101538 |
| 1879 | 81640 | 84356 | 99094 |
| 1880 | 73978 | 78808 | 93700 |
| 1881 | 77468 | 80189 | 98148 |
| 1882 | 76888 | 81196 | 95912 |
| 1883 | 79091 | 81863 | 98307 |
| 1884 | 80041 | 84266 | 101069 |
| 1885 | 81472 | 86578 | 103287 |

The proportion of the population at school during the winter term shows an increase of 1 in every 307 of the entire population; for the summer term the corresponding increase is 1 in 190.

The proportion of the entire population at school *during some part of the year* is one in 4.2 as compared with one in 4.3 the previous year, an increase of one in every 198. The general average was exceeded in the following Counties:—Cumberland, Shelburne, Yarmouth, 1 in 3.8; Digby, Hants, Kings, Lunenburg, 1 in 3.9; Annapolis, Cape Breton, Colchester, Inverness, Queens, 1 in 4.1. Guysboro' coincides with the Provincial average, 1 in 4.2, while the following fall below it:—Pictou, 1 in 4.3; Antigonish and Victoria, 1 in 4.5: Halifax County, 1 in 4.8; Richmond, 1 in 5; Halifax City, 1 in 5.7.

*Regularity of Attendance.*—The following table shows the percentage of registered pupils daily present on an average during the period the several schools were open for the respective terms of the past six years:—

| | Winter. | Summer. |
|---|---|---|
| 1880 | 56.4 | 55. |
| 1881 | 55.6 | 53.7 |
| 1882 | 55.2 | 55.4 |
| 1883 | 56.9 | 56.5 |
| 1884 | 57.8 | 57.2 |
| 1885 | 57.6 | 58. |

When reduced to the basis of the full number of teaching days in the respective terms the percentages stand as follows:—

| | Winter Term. | Summer Term. |
|---|---|---|
| 1880 | 53 | 50.7 |
| 1881 | 53.2 | 50.2 |
| 1882 | 52 | 51.7 |
| 1883 | 53.7 | 52.7 |
| 1884 | 54.8 | 53.6 |
| 1885 | 54.7 | 54.8 |

*Grand Total Days' Attendance.*—This item shows a decrease for the winter term of 33,777, and an increase for the summer term of 167,454.

## PERIOD OF SERVICE, SEX, AND SALARIES OF TEACHERS.

During the winter term 977 teachers continued to teach in the same sections in which they taught the preceding term; 699 removed to other schools, while 282 engaged in teaching for the first time. During the summer the corresponding figures were 1235, 655, and 210.

Of the 222 male teachers of the academic and first classes (grades A and B) in charge of schools for the summer term, 110 have been in service for upwards of *seven* years; 37 for upwards of *five* years; and 39 for upwards of *three* years. Altogether, of the 222 male teachers of the two higher grades (A and B), 186 have been in the service for upwards of three years.

Of the 780 female teachers of the first and second classes (grades B and C) employed during the summer term, 222 have been in service upwards of *seven* years; 119 for upwards of *five* years; and 134 for upwards of *three* years. Altogether, of the 780 female teachers of these grades, 475 have been in the service for more than three years.

In relation to sex, the teachers in the public schools (an average being struck between the two terms of the school year) are classed as follows: Male, 620; Female, 1410. As compared with last year, male teachers have decreased by the number of 5, while those of the other sex have increased by the number of 47.

The average salary throughout the Province for male teachers of the first class was $421.77, as compared with $423.10 in 1884. For such teachers the three highest averages were paid in, Halifax City, $688; Yarmouth, $515; Colchester, $480. The salaries were above the Provincial average in the following additional Counties; Pictou, $479.04; Digby, $469.62; Halifax County, $460; Cumberland, $438; Annapolis, $425.06; Kings, $424.88.

The general average of salaries for female teachers of the first class was $311.97, as compared with $311.28 in 1884. The three highest averages were; in Halifax City, $436; Guysboro, $360; Cape Breton, $355. The Provincial average was exceeded in, Digby, $340; Colchester., $334.75; Halifax County, 331; Shelburne, $328.32; Yarmouth, $320.80; Kings, $313.33.

The Provincial average for male teachers of the second class was, $286,71 as compared with $287.04 in 1884. The three highest averages were Halifax City, $550; Yarmouth, $345; Shelburne, $304.74. For Female teachers of the second class, the Provincial average was $237.44, as compared with $235,05 in 1884. The three highest averages were, Halifax City, $377; Yarmouth $297.76; Halifax County, $261.

The Provincial average for male teachers of the third class was, $205.34, as compared with $212.13 in 1884. The three highest averages were, Halifax City, $370; Digby, $268.57; Hants, $255. The Provincial average for female teachers of the third class was, $169.70, as compared with $169.08 in 1884. The three highest averages were Halifax City, $300; Yarmouth, $187.26; Inverness, $180.

It will be noticed that the average rate of salaries has remained substantially unchanged.

---

## EXAMINATION FOR TEACHERS' LICENSES.

Table IX furnishes the detailed statistics of the last annual examination of candidates for teachers' licenses. The following is a summary:

Total number of candidates examined in 1885, 1485; in 1884, 1224; increase, 261.

Number for Academic license (Grade A), 1885, 13; 1884, 8; number successful, 1885, 8; 1884, 4; increase, 4.

Number for first-class license (Grade B), 1885, 170; 1884, 128; increase, 42. Number successful, 1885, 87; 1884, 65; increase, 22. Sub-divided in respect to sex of candidates, these items stand: Total number of male candidates, 1885, 81; in 1884, 75; increase, 6. Number of male candidates successful, 1885, 35; in 1884, 37; decrease 2. Number of female candidates, 1885, 89; in 1884, 53; increase 36. Number of female candidates successful, 1885, 52; in 1884, 28; increase, 24.

Number for second-class licenses (Grade C), 1885, 720; in 1884, 584; increase, 136. Number successful, 1885, 302; in 1884, 229; increase, 73. Sub-divided in respect to sex, number of male candidates, 1885, 179; in 1884, 144; increase, 35. Number of male candidates successful, 1885, 77; 1884, 46; increase 31. Number of female candidates, 1885, 541; in 1884, 440; increase, 101. Number of female candidates successful, 1885, 225; in 1884, 183; increase, 42.

No. of Candidates for third class licenses, 1885, 582; 1884, 504; increase, 78. No. successful, 1885, 216: 1884, 239; decrease 23. Subdivided as to sex of candidates, total No. of male candidates, 1885, 107; 1884, 93; increase of 14. No. successful, 1885, 37; 1884, 34; decrease, 3. No. of Female candidates, 1885, 475; in 1884, 411; increase 64. No. of Female candidates successful, 1885, 179; 1884, 205; decrease 26.

Of the whole number of applicants for license 614 received the grade applied for, as compared with 539 in 1884, increase, 75; 888 received licenses, of same grade, as compared with 797 in 1884, an increase of 91; while 597 failed to obtain licenses of any kind, as compared with 427 in 1884, an increase of 170. Of the candidates who obtained licenses, 120 simply maintained grade previously held, an increase of 12 over the previous year, while 15 sank to a lower grade. The number of candidates holding licenses at examination, but taking higher grades was 215, an increase of 56. The No. obtaining for the first time licenses of some grade, was 538, an increase of 20 over the previous year.

The Council of Public Instruction has seen fit to sanction several of the enlargements and modifications of the prescribed Syllabus of Examination recommended in my last report. English Literature, including the critical knowledge of a prescribed English classic, has been added to the requirements for Academic and First Class licenses. The elements of structural Botany have been added to the Syllabus for Second Class, and the rudiments of Book-keeping to that for Third Class licenses. Heretofore an exemption from certain subjects common to the Academic and First Class Syllabuses has been granted First Class teachers applying for Academic license, providing their First Class licenses had been gained on a general average of 75 or upwards. This exemption, with certain modifications, has now been extended to all First Class teachers, and has also been granted to graduates of Universities or Colleges applying for Academic license.

The preparation of questions for candidates under the general Syllabus of Examination is felt to be one of the most responsible duties devolving on the Department of Education. In its discharge it is impossible to give universal satisfaction. The object aimed at is to fairly interpret the spirit and letter of the requirements; at the same time the fact is not overlooked that the examination papers from year to year regulate the studies in some schools to a considerable extent. It is therefore sought to make the questions not

merely a test of qualification, but also a means of instruction. The papers written by candidates in successive years furnish gratifying proof of improving scholarship. Examples of gross illiteracy, once common, are seldom found, and annually decrease in number.

## EXPENDITURE—(See Tables XII, XIII, XIV.)

### PROVINCIAL.

The total Government expenditure for Education for the year was $199,188.21 as compared with $191,123.58 for 1884, an increase of $8064.63. The chief item of increase is $6819.55 in the aggregate Common School grant to teachers.

Under the established principles of distribution the sum of the grants paid directly to teachers may be expected to vary from year to year, the elements on which the variation depends being *the number of teachers employed, the grades of license held by such teachers,* and *the relative time schools are open.*

The following are the aggregates of these grants for the past eight years:—

| | |
|---|---|
| 1878 | $150,455 97 |
| 1879 | 151,655 39 |
| 1880 | 143,493 92 |
| 1881 | 148,173 50 |
| 1882 | 149,058 22 |
| 1883 | 149,761 50 |
| 1884 | 153,694 00 |
| 1885 | 160,513 55 |

A detailed statement of the distribution of the grants for the winter term of 1884-5 was published, as the laws directs, in the *Journal of Education* for October last. A similar statement for the summer term is awaiting publication in the forthcoming issue of that periodical in April.

### COUNTY.

The provisions of the law for the levying and apportionment of the County Fund are as follows:

"The Clerk of the Peace in each county, except as hereinafter provided in relation to the City of Halifax, shall add to the sum annually voted for general county purposes, at the general sessions, a sum sufficient, after deducting costs of collection and probable loss, to yield an amount equal to thirty cents for every inhabitant of the county, according to the last census preceding the issue of the county rate-roll; and the sum so added shall form and be a portion of the county rates. One-half the sum thus raised shall be paid semi-annually by the County Treasurer upon the order of the Superintendent of Education.

"One-half of the amount provided to be raised annually, as aforesaid, shall, at the close of each half-year, be apportioned to the Trustees of Schools conducted in accordance with this Chapter, to be applied to the payment of teachers' salaries; and each school shall be entitled to participate therein, at the rate of twelve and a half dollars per term for each licensed teacher employed, and the balance of the county fund shall be distributed among the schools according to the average number of pupils in attendance and the length of time in operation, but shall receive no allowance for being in session more than the prescribed number of days in any one half-year.

The gross annual amount of the County Fund for the entire Province is now $121,341. Under the above provisions, as modified by the Acts in relation to the Education of the Blind and of the Deaf and Dumb, the County Fund for 1884-5 was apportioned as follows:

| | |
|---|---|
| Paid to trustees in proportion to the average number of pupils and length of time schools were in operation | $ 71082 46 |
| Paid to Trustees in respect to teachers employed..... | 47215 55 |
| Paid Halifax School for the Blind ..... | 960 00 |
| Paid Institution for the Deaf and Dumb..... | 2070 00 |
| | $ 121328 01 |

## SECTIONAL.

The total sectional assessments for the direct support of schools, as reported, amount to $287,853, an increase of $11,726.18. The sum levied throughout the Province for building and repair of school houses is $46,190.75, an increase of $8145.20.

## REMARKS ON EDUCATIONAL EXPENDITURE.

As will be seen by reference to summary on page VI., the aggregate cost of our Public Schools for the past year was $642,771.87. This sum is large enough to excite attention, and to suggest inquiry as to the possibility of reducing expenditure without impairing the efficiency of the schools. It is right to ask that no unnecessary burdens be laid on the people, and that the agencies of education be so directed as to secure from a given outlay the largest and best results possible. Erroneous impressions, however, may be derived from a casual glance at the figures representing the sum total expended. No criticism of the cost of a system of public education is just which does not take into fair account the fundamental purpose of that system. The Legislature of the Province, reflecting an enlightened and now all but universal public sentiment, has repeatedly and expressly taken action in respect of education on the theory that the poorest child in Nova Scotia deserves to have free access to the facilities of good common school instruction. To seek to provide conditions for the fullest possible realization of this noble ideal of a universally diffused education, is imposed as a primary duty on all

who are required, in any capacity, to assist in administering the educational service of the Province. When the law of the land thus provides for extending the means of instruction to the widest possible limits, including within its beneficent scope those children of misfortune, the deaf mute and the blind, any increase of expenditure legitimately resulting from such extension ought to be a ground of congratulation, rather than of disappointment or complaint.

An analysis of the total expenditure for education with reference to its purposes and results will tend, I think, to allay any apprehensions which may exist as to the excessive cost of our schools. The question of a possibly needless and unproductive outlay is one which can be best considered in the light of a few simple facts. *The great bulk of our educational expenditure is applied directly to the maintenance of schools.* All collateral and administrative branches of the service combined,—departmental supervision, inspection, the training and examination of teachers, &c.,—absorb less than $26,000, out of a total of $642,771.87. The question of a possible substantial retrenchment is thus practically narrowed to the point whether our schools, *as such*, are extravagantly maintained. To this point the answer is surely a ready and conclusive one. As contemplated by legislation and as actually carried on, the educational work of the Province requires the constant employment of a staff of nearly two thousand teachers, with school buildings and appurtenances of adequate capacity and convenience. The aggregate of the salaries paid these teachers is much the largest item in the direct expenditure on schools. If this item will bear reduction, it follows that our teachers are overpaid,—that they receive more than their services are fairly worth. But who is prepared to urge this contention? Is not a glance at the details of table XV. sufficient to show that the existing scale of teachers' salaries cannot be lowered without serious detriment to the interests of education, and manifest injustice to a class of workers called to the exercise of one of the most delicate and responsible functions of society?

The sums annually expended on the erection and repair of school houses, in the purchase of apparatus and furniture, and in similar necessary services, though in the aggregate highly respectable, are far from indicating extravagance, and, indeed, in many cases quite inadequately supply the required conditions of health and progress.

The conclusion would seem to be that a serious reduction of the present cost of our schools is incompatible with their effective maintenance. Diminution of expense inevitably means abridgment of facility. The few thousand dollars that might be saved by removing the regulative and unifying influence of periodic visitation and inspection, would not appreciably reduce the burden of popular taxation, while it would render much of that taxation fruitless of result. And it should be distinctly understood that, relatively considered, our system is not an expensive one. Its cost, equal to a little more than six dollars for each enrolled pupil, compares favorably with that of any

similar system of recognized efficiency, with whose financial features I am acquainted. It is exceeded in a majority, if in not in all the Provinces of the Dominion, while it is more than doubled in Massachusetts and other States of the American Union. But whatever the cost of our system may be, relatively or absolutely, the results which it is accomplishing are to our people generally the best vindication of the burdens which it imposes.

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## STUDIES OF PUPILS.—(See Table VI.)

The following is a comparative statement of the number of pupils under the principal subjects of instruction:—

| | | Reading. | Spelling. | Gen. Geography. | Writing. |
|---|---|---|---|---|---|
| Winter Term, | 1885.. | 77,966 | 77,928 | 31,415 | 70,181 |
| " " | 1884.. | 78,102 | 76,431 | 29,649 | 68,424 |
| Summer Term, | 1885.. | 83,808 | 81,596 | 28,551 | 70,408 |
| " " | 1884.. | 81,300 | 79,095 | 26;894 | 67,760 |

| | | Arithmetic. | Grammar. | Can. History. | B. History |
|---|---|---|---|---|---|
| Winter Term, | 1885.. | 72,711 | 36,725 | 15,089 | 14,375 |
| " " | 1884.. | 71,020 | 34,532 | 12,583 | 15,065 |
| Summer Term, | 1885.. | 74,774 | 32,829 | 14,393 | 12,338 |
| " " | 1884.. | 71,832 | 34,034 | 12,131 | 12,934 |

| | | Drawing. | Elements of Nat. Science. | Algebra. | Geometry. | Latin. | Greek. |
|---|---|---|---|---|---|---|---|
| Winter Term, | 1885.. | 29,311 | 2,585 | 6,085 | 4,785 | 933 | 149 |
| " " | 1884.. | 27,393 | 3,477 | 5,458 | 4,222 | 1,067 | 116 |
| Summer Term, | 1885.. | 33,474 | 3,272 | 6,014 | 4,255 | 876 | 117 |
| " " | 1884.. | 30,914 | 2,645 | 5,190 | 3,797 | 718 | 121 |

As compared with the whole number of pupils attending school, the following are the percentages registered as studying each of the above subjects:—

| | Per Cent. | |
|---|---|---|
| | Winter Term. | Summer Term |
| Reading | 95 | 96 |
| Spelling | 95 | 94 |
| General Geography | 38 | 33 |
| Writing | 86 | 81 |
| Arithmetic | 89 | 86 |
| Grammar | 45 | 38 |
| Canadian History | 18 | 17 |
| British History | 17 | 14 |
| Drawing | 36 | 38 |
| Elements of Natural Science | 3 | 3 |
| Algebra | 7 | 7 |
| Geometry | 5 | 4 |
| Latin | 1.1 | .1 |
| Greek | .18 | .13 |

Table VI, from which the materials for the above comparisons are derived, does not furnish such detailed and classified information regarding the studies of pupils as is desirable. These studies being now regulated by duly established Course of Study,—a Common School course and a High School Course,—steps are being taken to bring all strictly scholastic returns into harmony with their provisions.

The returns of Table VI, though not sufficiently precise to be of the highest value, indicate clearly enough that but a comparatively small proportion of pupils pass beyond the studies of the Common School Course. The High School course, while having a special relation to County Academies, is intended to regulate generally the teaching in all schools of all subjects lying in advance of the ordinary Common School branches. It is published in that section of this Report relating to County Academies.

The following is the

## COURSE OF STUDY FOR COMMON SCHOOLS.

### GENERAL DIRECTIONS.

Under all grades teachers are expected to furnish suitable instruction to their pupils in the following subjects :

*Hygiene,* or the science of the laws of health.

*Moral and Patriotic Duties,* as enjoined by the established Regulations, and (when possible) in the elements of *vocal music, gymnastics,* and *military drill.*

*The Lessons on Nature,* or as they might be termed, Useful Knowledge Lessons, should be purely oral, familiar in style, and simple in matter, with stress laid on the *objective* presentation of the principles and truths designed to be taught. Their design is to train the observing powers and the faculty of induction. Teachers needing special help in their preparation will obtain valuable assistance from N. A. Calkin's *Primary Object Lessons* and from *Development Lessons,* (on the Quincy System), published by A. Lovell & Co., N. Y.

From first to last the attention of teachers is to be earnestly directed to the important end of training their pupils to the use of correct forms of speech. Distinct articulation and purity of tone are to be cultivated by vocal training and drill in elementary sounds.

The physical and mental health of the pupils should be conserved by proper intermissions, frequent recurring changes of occupation, and due attention to out-door exercise.

(First Grade, or year.)

*Reading.*—Black-board or Wall Cards. Primer. Sounds and names of letter. Sounds of diphthongs and double consonants. Word-building from sounds. Use of period and interrogation point.

*Language.*—Constant practice in stating the substance of oral and reading lessons. Oral correction of wrong forms of speech used by the pupils.

*Arithmetic.*—Idea of number developed by counting objects from 1 to 50. Notation and numeration to 50 Analysis of numbers between 9 and 50 into *tens* and *units*. Addition by *two* to 50. Subtraction by *ones* and *twos* from 50 downwards. Multiplication of 2 to 12 times 2, taught objectively by balls and lines.

*Writing and Drawing.*—Drawing straight lines in various positions and combinations. Capital letters, and then words and short sentences from reading lessons in common print on slate.

*Lessons on Nature.*—The idea of each of the senses, *sight*, *touch*, *taste*, *smell*, and *hearing*, developed and taught by objects adapted to awaken the activity of each. Regular solids distinguished. Idea of *form* developed, surfaces, lines. Objects distinguished as to *size* and *shape*. Idea of *place* developed, right hand, left hand, &c. Common plants, trees, flowers, &c., distinguished and named. Common colors distinguished and named.

Second Grade (or year.)

*Reading.*—Reader No. 1. Word-building from sounds continued Recitation occasionally of short passages from Reader, with a *minimum* of 20 lines for a year.

*Spelling.*—Words in reading lessons, both orally and by printing on slate.

*Language.*—Continued practice in stating the substance of oral and reading lessons, and in the correction of wrong forms of speech used by the pupils. Printing on slate answers to simple questions on oral or reading lessons.

*Arithmetic.*—Notation and numeration to 100. Roman notation to XX. Addition,—results not to exceed 100. Subtraction, neither number to exceed 100. Multiplication Table to 10 times 10 by balls and lines, and memorized. Application M. Table to simple concrete examples.

*Writing and Drawing.*—Printing as in First Grade continued. Development of the idea of angle; right, obtuse, and acute angles. The triangle, square, and rectangle. Drawing plain figures. Sketching plan of platform and school room.

*Lessons on Nature.*—Exercises on regular solids continued. The idea of *place* further developed. The eight principal points of the compass, and simple exercises thereon. Distinction between animals, plants, and minerals. Common animals compared as to points of resemblance and difference. Plants analyzed into *root*, *stem*, *leaf*, and *flower*. Common metals, as *iron*, *lead*, and *tin*, distinguished and named.

(Third Grade or year.)

*Reading.*—Reader No. 2. Occasional recitation of short passages from reader, with a *minimum* of 30 lines for year.

*Spelling.*—Words of reading lessons. Names of the days of the week and months of the year. The more common *Christian* (or *given*) names. Division of words into syllables.

*Language.*—As in Second Grade. *Language lessons* in prescribed Grammar taught *orally*, viz.: The Sentence and its Essential Parts; Words; Nouns and Verbs, omitting distinction between *transitive* and *intransitive* verbs. Practice in easy sentence-building by supplying omitted parts.

*Geography.*—Physical features of neighborhood examined and described. Idea of nature and use of maps developed by plans of school room, play ground, and section. Description of the general features and important places of County, with a map shewing chief roads and rivers.

*Arithmetic.*—Numeration and notation to 1,000,000. Roman notation to C. Multiplication Table completed. Four fundamental rules with application in concrete numbers, multipliers and divisors not to exceed 12. Special drill in addition and subtraction. Long Measure, Avoirdupois Weight.

*Writing and Drawing.*—Script letters on slate. Copy Book. Free-hand outline on slate and blackboard. Drawing *horizontal, vertical, oblique, parallel, converging*, and *diverging* lines; *acute, oblique*, and *right-angled triangles.*

*Lessons on Nature.*—Lessons on form, direction, distance, and color continued. Common minerals, as coal, gypsum, quartz, limestone, distinguished and named. Common trees, shrubs, and herbs further examined, and differences in their roots, stems, leaves, and flowers pointed out. Oral lessons on the birds and animals treated of in Reader, with pictures where possible, to distinguish their chief structural characteristics.

(Fourth Grade or year.)

*Reading.*—Reader No. 3. Recitation 40 lines.

*Spelling.*—As in Third Grade. Transcription and dictation.

*Language.*—Practice as in previous Grade. *Language Lessons* continued (orally), viz., simplest modifications of subject and predicate, the adjective and adverb; transitive and intransitive verbs; review of subjects of Third Grade. Sentence-building by use of elements thus far considered.

*Geography.*—Oral lessons as contained in prescribed "School Geography of the World," pages VII.—X. General Geography of the Province from map. Oral lessons on the Seasons.

*Arithmetic.* Numeration and notation extended. Roman notation to M. Practice in fundamental rules to secure accuracy and rapidity of operation. Square, Cloth, and Dry Measures. Exercises in reduction according to tables learned. Idea of fractions developed objectively. Mode of expressing simple fractions. Exercises in Mental Arithmetic.

*Writing and Drawing.*—Copy Book, Drawing Cards, Series No. 1.

*Lessons on Nature.*—Lessons on the estimation and measurement of distances; on colors, primary, secondary, and tertiary; on harmony of color, and tints, hues, and shades. Study of economic minerals of Nova Scotia continued. Simple Botanical studies; distinguishing the different species of familiar genera, e. g., red and white clover, white and blue violets, rock and white maple, spruce, fir, and hemlock; leaves, their parts, structure, form, base, margin, point. Domestic and wild animals of the province. General structure of the dog, lion, elephant, fox, &c., as adapted to their mode of life.

(Fifth Grade or year.)

*Reading.*—Reader No. 4, Part 1. Recitation 50 lines.

*Spelling.*—As in Fourth Grade.

*Language.*—Practice as in previous Grade. *Language Lessons* continued (orally): Analysis, Different kinds of sentences. Number of nouns and verbs. Nominative and Objective cases.

*Geography.*—Ideas of latitude and longitude developed. Geography of Dominion of Canada (Introductory Text book). Map of Nova Scotia.

*History.*—Chief events in the history of the Province (orally).

*Arithmetic.*—First three chapters of Kirkland & Scott's Arithmetic.

*Writing and Drawing.*—Copy Book, Drawing Cards, Series No. 2. Developing idea of *equilateral, scalene* and *isosceles* triangles; and of *base, vertex*, and *altitude* of a triangle.

*Lessons on Nature.*—Science of Common Things; rocks, stones, sands, clays, soils, minerals, metals, and ores of neighborhood examined; essential

qualities of the principal metals and minerals; plants distinguished as flowering and non-flowering, with analysis of flower, seed-leaf, and stem; animals distinguished as vertebrate and invertebrate; insects, fishes, reptiles, birds, mammals distinguished. Common phenomena explained, ventilation, wind, evaporation.

(Sixth Grade or year.)

*Reading.*—Reader No 1 completed. Recitation 60 lines.

*Spelling.*—As in previous Grades, with extended exercises in dictation. Meaning of words.

*Language.*—*Language Lessons* (oral) completed and carefully reviewed. Oral and written abstracts of various lessons learned. Short descriptive sketches of familiar objects.

*Geography.*—North and South America (Introductory text-book.) Maps of North and South America, and of the Maritime Provinces. Causes of day and night.

*Arithmetic.*—Chapters 4 and 6, Kirkland & Scott, omitting Examination papers.

*History.*—Prescribed text-book in British American History, Chapters 3, 5, 9, 10, 11, 12, 13 (in part), 14.

*Writing and Drawing.*—Copy Book, Drawing Book, No. 1, Intermediate Series.

*Lessons on Nature.*—Science of common things extended. Origin of soil. Soils examined by mechanical analysis. Common stones and ores studied from specimens, e. g., limestone, gypsum, granite, ores of iron, manganese, copper. Plants and animals classified into families and orders from general characteristics. Study of Plant and animal structures extended. Flowering plants classified; non-flowering plants distinguished. Different families of birds compared and distinguished.

(Seventh Grade or year.)

*Reading.*—Reader No. 5 begun. Recitation 60 lines.

*Spelling.*—As in Sixth Grade, with extended exercises.

*Grammar.*—The leading principles of Etymology with paradigms, as in prescribed Text-book. (In general the matter thus assigned is in large type. That part of medium print matter proper for this stage of the pupil's progress can be recognized by teacher without difficulty.) Text-book exercises in Etymology, with connected rules of Syntax. Analysis to complex sentences. Parsing.

*Composition.*—Written abstracts of oral and reading lessons. Writing of simple narrative. Business forms. Punctuation. Division into sentences and paragraphs.

*Geography.*—Introductory Text-book completed. Maps of Europe, Asia, and Africa.

*History.*—Prescribed Text of British American history, with special emphasis on events relating to Acadia and Nova Scotia. *Oral* lessons on prominent events in British history, with names of Sovereigns.

*Arithmetic.*—Examination papers in Chapters 4 and 6, and Chapters 5 and 7 entire, Kirkland and Scott's Arithmetic.

*Writing and Drawing.*—Copy Book, Drawing Book, No. 2, Intermediate Series.

*Lessons on Nature.*—Physical phenomena further studied,—liquefaction, condensation, congelation, dew, frost, heat. The Thermometer. Classification, location, and industrial uses of minerals of Nova Scotia. The matter

embraced in sections 1 and 2, Chapter 1, of Gray's "How Plants Grow." Insects—general classification and special study of those which are injurious to agriculture and horticulture.

(Eighth Grade or year.)

*Reading.*—Reader No. 5 completed. Recitation 70 lines.

*Spelling.*—As in previous Grade. Prescribed Speller.

*Grammar.*—Rules of Syntax (omitting *Notes* and more difficult matter in medium print). Exercises in parsing and in the correction of false syntax. Analysis of complex sentences. Review of previous work.

*Composition.*—As in previous Grade. Careful drill in writing business letters and forms. Oral explanation of leading principles and rules of construction, with practice in producing narrative, descriptive, and expository paragraphs.

*Geography.*— Outlines of Astronomical and Physical Geography as in Advanced Text-book, with first six problems on Terrestrial Globe. British Empire (Advanced Text-book).

*History.*—The prescribed Text-book in British history studied with reference to general outline and leading events. (The knowledge aimed at should include (1), the main divisions or periods, (2), the Sovereigns (from the Conquest), their name, descent and character, (3), prominent occurrences such as wars, rebellions, treaties, &c., giving character to each reign, (4). the names and deeds of very noted individuals). The reign of Queen Victoria *in detail.* History of British America reviewed.

*Arithmetic.*—Kirkland and Scott completed and reviewed.

*Algebra.*—Definitions and fundamental rules.

*Geometry.*—Definitions and mathematical constructions of geometrical figures.

*Book-keeping.*—Day Book, Cash Book, Day Book in form of Ledger.

*Writing and Drawing.*—Copy Book, Drawing Book, Intermediate Series, No. 3.

*Latin.*—(Optional) Smith's *Principia Latina*, No. 1.

*Lessons on Nature.*—Simple explanation of breathing, circulation of the blood, and digestion. Elementary scientific facts and principles as in Introductory Primer. The elementary principles of Chemical and Agricultural Science as in prescribed Primers.

The Course of Study for Common Schools has already proved itself of essential service as an aid to teachers in the intelligent direction of their pupils' studies. Previous to its introduction the only semblance of an official guide in this important matter was the prescribed Syllabus of Examination for teachers' licenses, which is obviously not a *Course of Study* at all, but, as its very name indicates, is simply a scheme of examination in certain subjects, designed to test the qualifications of persons who may wish to obtain recognition as teachers. Still, under the circumstances, it is not strange that it was generally pressed into service as a directory of studies. It is not necessary to mention more than one of the many injurious consequences of this misapplication. A Syllabus for the examination of teachers naturally begins where the studies of many pupils end. Teachers finding the earlier years of school life left a total blank on their supposed map of instructions, were tempted to leave to comparative neglect that very period in which, by the proper develop-

ment of faculty and the formation of correct habits of study, the true foundations of intelligent activity and sound scholarship should be laid. It is by no means claimed that the Course of Study has entirely corrected this injurious tendency, for tendencies often continue long after their producing causes have been removed. But it is pleasing to note that the introduction and extended use of the Course have most influentially directed thought and action to the importance of right methods of primary instruction, the subject now uppermost in the minds of leading educators the world over.

More particularly I may observe that the course is designed—

1. To discourage and prevent over-pressure, especially as regards the premature and injudicious use of text-books in elem entary classes, and the assignment of difficult home-lessons to the pupils of such classes. Minor changes recently introduced are designed to aid in more fully accomplishing this desirable object.

2. To foster *educative* modes of instruction. The teacher has a recognized position accorded him, apart from and above that of a mere "hearer of lessons" learned and recited on the principle of a vicious and irrational verbalism.

3. To provide in addition to thorough instruction in the fundamental, or instrumentary branches, a reasonable opportunity for becoming familiar with the literary, industrial and scientific elements of education.

A country which, like Nova Scotia, furnishes in exceptional abundance the material conditions for a large economic activity cannot but be interested in prevailing discussions and researches respecting technical education. There are undoubtedly in connection with this subject some important problems which cannot yet be said to have reached a definite and universally accepted solution. Professor Magnus, of London, Eng., a very prominent and influential member of the recent Royal Commission on Technical Education, in a late address, spoke as follows:—

"In our preliminary report on primary education in France, we threw out the suggestion that it might be advisable to try the experiment of introducing manual work into some of the elementary schools of this country; and experience of the working of the French and Belgian schools induced us to go a step further in our second report, and to recommend for adoption what we had previously suggested as an experiment.

"The question, however, is one on which wide differences of opinion still exist. In Paris, and in some of the other cities of France, workshops have been introduced into elementary schools with what are considered very satisfactory results; and the experiment tried in France has been imitated in Belgium; whilst for some years past the Ambacht schools of Holland have proved of the greatest value in the education of work people. In Germany, however, the same development of workshop practice in ordinary schools does not exist.

"In the elementary schools drawing is generally well taught; but beyond that there is very little of what may be called practical teaching in the general school curriculum. In several of the Real schools, the number of boys who work in the chemical laboratory is comparatively small, and anything approaching the experimental method of teaching physics is almost unknown. Speaking of this to an eminent German chemist, I was told, *Die Praxis kommt bald genug* (Practice comes soon enough), and this view is very general among German educationalists.

"The introduction of workshops into elementary schools is regarded as *Unsinn* (nonsense), and complaints are made that with the longer hours that prevail in Germany, there is still very insufficient time to give sound instruction in the necessary elements of primary education."

But whatever diversities of opinion may exist as to the policy of carrying on general and strictly technical training as co-ordinate processes in the same school, *two* conclusions have been reached which may be regarded as having the force of demonstrated truths. One of these is that all technical education worthy of the name must rest on a basis of sound primary instruction. The necessary corollaries of this proposition are that the warmest advocates of industrial education cannot logically belittle efforts directed to the improvement of this essential foundation, and that it is not wise by unduly specializing education at an early age to invite a serious deterioration of its general quality. The other accepted conclusion is that the true *vinculum* or bond between the ordinary school and the technical school is the introduction into the former of certain branches specially bearing on, and preparing for, the work of the latter, care being taken that the selected studies have a distinctive educational character and value of their own. A school curriculum consisting simply of the fundamental branches, with enlargements in the direction of mathematics on the one hand and literature on the other, does not respond to the claims and spirit of the present age. To say nothing of its relative utility as an educational instrumentality, it subordinates the prospective interests of the masses to those of a few.

As regards the branches by which the time-honored routine of subjects may be most beneficially varied, precedence is almost universally accorded to drawing and the objective presentation of the elements of science. Both are highly educative—the one training the mind through the hand and eye, the other moulding it to habits of accurate observation, statement, and reasoning. Both sustain definite and important relations to industrial processes. The former is regarded in every country, even in conservative Germany, as lying at the very basis of technical education. The latter is the only natural preparation for that practical teaching of the principles of science which is of the very essence of all effective technological instruction. To these subjects, as may be seen, a definite and prominent place has been assigned in our Courses of Study, and in spite of not a few obstacles, they are each year leavening the work of our schools to an increasing extent with industrial tendencies and sympathies. On the practical interest taken in them must largely depend the successful development of all contemplated agencies for distinctive technical education.

## COUNTY AND SPECIAL ACADEMIES.

The statistics of these institutions will be found in Tables XVI. and XVII.

In previous reports I have referred at length to the unsatisfactory status of secondary education in the Province, and suggested outlines according to which, in my opinion, both its organization and subvention might be advantageously remodelled. Since the publication of my last Report, the Legislature has passed the following

### ACT TO ENCOURAGE ACADEMIC EDUCATION.

Be it enacted by the Governor, Council and Assembly as follows :—

1. Sections 61 and 62, relating to County Academies, of chapter 29, Revised Statutes, fifth series, are hereby repealed, provided nevertheless that all grants payable thereunder shall be duly paid for the current school year ending Oct. 31st, 1885.

2. In view of the general provisions made in this Act for the support of academic education, the grants now paid Pictou Academy and the Halifax High School shall cease and determine on the first day of November, 1885.

3. From and after the first day of November, 1885, the Trustees of Schools in the Shire or County Town of each County in the Province, with the exception named in the fourth section, shall have authority under the provisions of this Act to establish and maintain a High School, or Academy, which shall be open, free of charge, to qualified pupils from all parts of the County in which it is situated.

4. So long as the existing agreement between the Council of Public Instruction and the Town Council of Truro in respect to the Model Schools in connection with the Provincial Normal School is maintained, the provisions of this Act shall not be understood as applying to the County of Colchester.

5. In respect to County Academies, the Council of Public Instruction shall prescribe the qualifications of teachers, fix standards for the admission of pupils, arrange courses of study, establish conditions of accommodation and outfit, and frame such general regulations as may be deemed necessary for the efficient prosecution of academic studies.

6. The Trustees of a County Academy, conducted in accordance with the provisions of this Act and the regulations of the Council of Public Instruction framed thereunder, shall be entitled to grant from the public treasury, according to the following scale :—

(*a.*) When *one* duly qualified teacher is employed, with a properly certified yearly average of at least fifteen High School pupils, a grant equal to two-thirds of the salary paid such teacher, provided that the grant so paid shall not exceed five hundred dollars.

(*b.*) When *two* duly qualified teachers are employed, with a properly

certified yearly average of at least forty High School pupils, a grant equal to two-thirds of the amount of salaries paid such teachers, provided that the grant so paid shall not exceed one thousand dollars.

(*c.*) When *three* duly qualified teachers are employed, with a properly certified yearly average of at least eighty High School pupils, a grant equal to two-thirds of the amount of salaries paid such teachers, provided that the grant so paid shall not exceed fifteen hundred dollars.

(*d.*) When *four* duly qualified teachers are employed, with a properly certified yearly average of at least one hundred and twenty High School pupils, a grant equal to two-thirds of the amount of salaries paid such teachers, provided that the grant so paid shall in no case exceed seventeen hundred and twenty dollars.

7. No Provincial grants shall be paid to, or in respect of, teachers employed in County Academies except under the provisions of this Act, and all funds necessary for the maintenance of such Academies, apart from the grants herein provided and the duly accruing County fund apportionments, may be voted by the ratepayers and levied on the section as provided by law in respect to school assessments in general.

8. The term "Trustees of Schools" as employed in this Act shall be held to include the Board of School Commissioners for the City of Halifax, and the Councils of incorporated towns when specially invested with the powers of Trustees of Schools.

9. In case of any Shire or County town failing to avail itself of the privilege conferred upon it by this Act in respect to the establishment and maintenance of a County Academy, the Council of Public Instruction may transfer the privilege aforesaid to any other section of the same County disposed and qualified to fulfil the conditions imposed by this Act.

10. From and after the first day of November, 1885, any teacher of the Academic Class (Grade A) employed as Principal of a graded school in a section not maintaining a County Academy, under conditions to be established by the Council of Public Instruction, shall be entitled to receive an annual grant of two hundred and twenty dollars from the public treasury. In lieu of Grade A license the Council of Public Instruction may prescribe such other qualifications as it may deem proper, for principals of graded schools in sections where the French language is chiefly or exclusively spoken, entitling such teachers to the grant provided in this section.

11. In any County where an Academy, conducted under authority of this Act, receives an annual grant of five hundred dollars or less, if it shall appear at the close of any school-year that no grade A teacher has been employed in the County under the provisions of the tenth section of this Act, the Council of Public Instruction may grant to such Academy the sum of one hundred dollars in addition to any sum otherwise authorized.

In pursuance of the duty imposed upon it by the foregoing Act, the Council of Public Instruction duly framed and published the following Regulations, designed to secure the proper carrying out of its provisions:

# REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION,

## RELATING TO COUNTY ACADEMIES AND GRADED SCHOOLS.

*(Under authority of the "Act to Encourage Academic Education.")*

1. All teachers employed in County Academies under the above Act shall hold Provincial Licenses of the Academic Class (Grade A.) (The Council retains right to waive this requirement in the case of teachers possessing other approved qualifications, who at the date of the publication of this Regulation may be employed in any of the institutions recognized in the aforesaid Act as County Academies.)

2. Pupils shall be admitted to County Academies only by regularly conducted written examinations, according to the mode or modes hereinafter provided, but holders of Provincial Licenses and Provincial Normal School Diplomas can claim admission on such certificates.

3. The Examinations for admission shall begin on the day preceding the last teaching day of each term. (The first examination under these regulations will thus begin on Wednesday, October 28th.)

4. The questions for pupils applying for admission to the Junior Department (first year's course) shall be prepared by the Department of Education, and forwarded in due season to the Principal of each Academy. The questions will be based on the essential subjects of clause IV, of the Provincial Course of Study for Common Schools. For the ensuing year papers will be provided as follows:—(1), Grammar and Analysis. (2), British and Canadian History. (3), Geography. (4), Arithmetic (with a few questions in the fundamental rules of Algebra).

5. The entrance examinations shall be conducted and the candidates' papers valued by the Principal of the Academy, and such other persons as the Board of Trustees may chose to associate with him. The questions furnished by the Department of Education will be accompanied by directions for conducting the examinations, and a statement of the standards according to which papers are to be valued. The examiners shall in all cases be required to certify that the examination has been conducted in accordance with the prescribed rules. When a change in the Principalship shall occur at the close of the term, the *incoming* Principal shall always take part in the valuation of candidates' papers.

6. At the first examination held under these regulations in academies which employ but one teacher, the pupils *previously registered*, as well as those applying for admission, shall be required to pass the prescribed entrance examination. But in academies

employing two or more teachers, this examination may be dispensed with, in regard to all pupils admitted to full standing not later than May 1st, 1885.

7. For the present, the admission of pupils directly to advanced standing (2nd or 3rd year's course), is left to the discretion of the principal (or faculty) of each academy. Such pupils should be examined on the essential subjects of the year immediately preceding that to which admission is sought.

8. Examinations supplementary to the regular examination may be held at the discretion of the board of trustees. In such cases, the questions set will be prepared by the principal (or faculty,) and must be preserved in connection with candidates' papers as provided for in following regulation.

9. All papers written by candidates for admission must be carefully filed and preserved for inspection by officers of the Education Department. Each paper shall have legibly endorsed upon it the value assigned it by the examiner.

10. No person shall be recognized as a qualified pupil of a county academy, who has not been regularly admitted under some one of the foregoing provisions.

11. Each county academy shall be examined annually by the Superintendent of Education, in conjunction with the Inspector of Schools for the district. The examination shall be conducted orally, or in writing, at the discretion of the examiners, and in its scope shall have regard to the time of the school year at which it may be held. The annual report of the Superintendent of Education shall contain a statement of the number of pupils (by departments or years) presented and passed in each academy.

12. To entitle itself to the grant claimed, each academy must pass at each annual examination at least the minimum number of pupils required by law as the basis of such grant. If the examination is held in the Winter Term, pupils shall not be taken into account who have been admitted later than the first week after the Christmas vacation. The same principle shall apply if the examination is held in the Summer Term, "the first week in June" being substituted for "the first week after the Christmas vacation."

13. It shall be the duty of the trustees of each county academy to supply for the teachers' use all text-books, which by the appended Course of Study are made the basis of oral lessons and lectures. They must also provide the philosophical and chemical apparatus essential for the experiments and demonstrations required by the Course as a regular part of the teaching. A selection of physiological and zoological diagrams, models and specimens is deemed desirable. The teacher should encourage the pupils to collect cabinets illustrating the geology and varied mineral resources of Nova Scotia.

14. It shall be the duty of the Superintendent of Education to report to the Council of Public Instruction as to the equipment of each County Academy, in respect to school room accommodation and conveniences, apparatus, and provision for physical exercise. If, in case the Council of Public Instruction notifies the Trustees of any Academy that its equipment in any or all of the above respects is deemed insufficient, the Trustees fail within a reasonable time to remedy such deficiency, the Academy shall forfeit its claim to public grants, until such time as the required improvements are made.

15. Students may be admitted to special classes, provided they can be accommodated without encroaching on the rights of the regular pupils, but such special pupils shall not be counted as qualified pupils under the Act to which these regulations refer.

16. The Trustees shall make satisfactory provision for the instruction of all common school pupils within their section in lower schools or departments, provided that with the sanction of the Inspector a limited number of 8th grade (Common School Course) pupils may be admitted to the Academic Department, when its average attendance of qualified pupils does not exceed twenty.

17. The schools entitled to employ a grade A teacher under section 10 of the "Act to encourage Academic Education," shall comprise at least three departments, each in charge of a separate teacher, shall be regularly graded according to prescribed Courses of Study, and shall maintain in the Principal's Department a certified average of at least *five* pupils regularly pursuing the studies of the High School Course, hereto appended. It is also provided that in all cases the Inspector of Schools shall certify that the equipment and management of these Schools is such as to warrant the payment of the special grant.

18. For the present the Council deems it inexpedient to prescribe definite qualifications for Teachers of Graded Schools in French Sections. Trustees or teachers anxious to take advantage of the provision of section 10, should correspond with the Council through the Superintendent of Education. No teacher will be deemed eligible who cannot, in addition to other qualifications, speak and write with ease and correctness both the French and English languages. The condition requiring the average attendance of five qualified High School pupils shall not apply to schools established in French Sections.

The following is the Course of Study referred to in preceding Regulations, and prescribed for County Academies and the High School Department of Graded Schools.

## FIRST YEAR.

1. English Language.—(*a*) 6th Reader, Part I, with sketches of the authors of passages read and recitation of choice selections.

(*b*) Dictation Exercises, with special reference to words liable to be misspelled. Use of prescribed Speller. Word-analysis with study of cognate derivatives.

(*c*) Grammar.—Prescribed text-book completed except notes and appendix.
*(*d*) Composition. Prescribed introductory text. Monthly essays or abstracts, with special attention paid to penmanship, punctuation, capitals, paragraphing, etc.

2. GEOGRAPHY.—Europe and North America. Map Drawing.

3. HISTORY.—Prescribed text in British History completed and reviewed. History of British America reviewed.

4. ARITHMETIC.—Hamblin Smith, except Sections 14, 22, 29, 32 and 33, examination papers to be omitted.

5. GEOMETRY.—First Book, with easy exercises.

6. ALGEBRA.—Todhunter through Fractions.

7. INDUSTRIAL DRAWING.—Nos. 5 and 6 Text-books of Art Education.

8. PHYSICS.—(Winter term.) Prescribed Primer, with additional oral lessons and experiments based on Gages' *Elements of Physics*. (Ginn, Heath & Co., Boston.)
BOTANY.—(Summer Term.)-- The elements of structural Botany, as in Gray's *How Plants Grow*, taught orally, with systematic study of local Flora, (a minimum list of fifty common plants for analysis and classification, is published in the Journal of Education.)

*9. LATIN.—*Principia Latina*, Part 1, through Ch. 32, and Part II, to Roman History.

*10. BOOK-KEEPING.

*11. FRENCH.—Grammar, translation, and composition as in French *Principia*, Part I.

*Only two of these *imperative*.

## SECOND YEAR.

1. ENGLISH LANGUAGE.—(*a*). 6th Reader, 2nd Part with scansion of metrical passages, and converting poetry into plain prose. Sketches of authors, &c., continued.

(For above requirement teachers are at liberty to substitute a critical study of Longfellow's *Evangeline*. The edition of poem recommended for pupils is that published in connection with "Blackie's School Classics."—retail price, twelve cents.)

(*b*). As in first year.
(*c*) Grammar completed and reviewed, with special analysis of difficult passages.
*(*d*) Dalgleish's Advanced Text in English Composition, with essays.

2. GEOGRAPHY COMPLETED, with special attention to Physical Geography.

3. HISTORY.—Modern History as in Swinton's Outlines.

4. ARITHMETIC.—Text-book completed and reviewed, with exercises complete. 2nd Book, with Miscellaneous Exercises.

5. GEOMETRY.—First Book reviewed, with exercises complete. 2nd Book, with Miscellaneous Exercises.

6. ALGEBRA.—Involution, Evolution, Simple Equations.

*7. CHEMISTRY.—Inorganic, (Winter Term) as in Steele's *Fourteen Weeks in Chemistry*.
Agricultural, (Summer Term) as in prescribed Primer.

*8. BOOK-KEEPING.

9. INDUSTRIAL DRAWING.—Nos. 7 and 8 American Text-books of Art Education.

*10. LATIN.—*Principia Latina*, Part I, completed. Grammar and Cæsar De Bell. Gall., Book VI.

*Only three of these imperative.

*11. GREEK.—Grammar, translation and composition, as in *Initia Græca*, Part I.
*12. FRENCH.—*Principia* Part I reviewed and Part II.

## THIRD YEAR.

*ENGLISH LITERATURE.—Stopford Brooke's Primer of English Literature. Critical study of Shakespeare's *Julius Cæsar*. (The Edition of play recommended for pupils is that in the Royal School Series, with notes and glossary by W. S. Dalgleish. Retail price twelve cents.) Exercises in parsing, analysis and historical etymology in connection with book read.
2. GEOGRAPHY reviewed.
3. HISTORY.—Swinton's Outlines completed.
4. ARITHMETIC.—Occasional problems.
5. GEOMETRY, to the end of Book IV., with exercises complete.
6. ALGEBRA.—Text-book completed.
*7. PHYSIOLOGY (Winter Term.) The Elements of Physiology and Hygiene as in Huxley & Youmans, (to be taught orally.)
GEOLOGY, (Summer Term.) As in Prescribed Primer, with special study of Geology and Mineralogy of Nova Scotia.
*8. PRACTICAL MATHEMATICS. Prescribed Text-book.
*9. LATIN. Ovid's Metamorphoses—prescribed extracts. Cæsar, Book VI. reviewed or Cicero *Pro Archia Poeta*. *Principia Latina*, Part IV., through Chapter 35.
*10. GREEK.—Grammar and Xenophon, *Anabasis*, Books * and 2.
*11. FRENCH.—Advanced Grammar, (Brachet or Otto.) Charles XII. Molier's *Le Bourgeois Gentilhomme*.

NOTE.—Changes in Latin, Greek and English authors read will be announced from year to year in the *Journal of Education*.

It is not necessary that I should attempt to forecast in detail the results likely to follow from the operations of the above Act. There is, however, every reason to believe that a remedial influence will be exerted on several of the injurious tendencies characterizing our previous methods of encouraging Intermediate Education.

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## THE PROVINCIAL NORMAL SCHOOL.

Details respecting the operations of this institution will be found in the Principal's report (Appendix A).

The increased attendance reported is in itself one of the most encouraging facts in the educational history of the year. The tribute paid by the Principal to the high average scholarship of the graduating classes is quite within the warrant of fact. At the last teachers' examination, of the thirty highest places in the list of successful candidates for first-class (Grade B) licenses, all but *seven* were taken by Normal School students. But inasmuch as scholarship, however important, is not the fundamental condition of success in teaching, it

*Only *three* of these imperative.

is gratifying to know that never in the history of the institution has its specific work, that, namely, of professional training, received more attention or been productive of better results. From their entrance pupils are taught to regard themselves as in the school primarily and chiefly to obtain qualification for the work of teaching. Studies in the non-professional subjects are thus directed from the point of a view of the teacher rather than of the ordinary seeker of knowledge, and everything is made to conduce to the development of professional aptitudes.

In previous reports I have argued on grounds, which I need not here reproduce, that a thoroughly systematic and methodical course of training for teachers is essential to the highest efficiency of a school system. The acquisition of general knowledge under instructors however skilful can never obviate the necessity of a thorough study and mastery of the principles which underlie the art of teaching, and of a rigorous training in the application of these principles.

The Faculty during the year covered by the Principal's report was composed as follows:—

J. B. CALKIN, M. A., *Principal.*

Professor of Didactics and Chemistry..... *J. B. Calkin, M. A.*
" Language and History..... *J. B. Hall, Ph. D.*
" Mathematics and Physics..... *F. H. Eaton, M. A.*
Instructor in Industrial Drawing and Calisthenics..... *Miss Ottie Smith.*
Teacher of Preparatory Department..... *Miss Ada F. Ryan.*

The Faculty for the year now current is composed as follows:

J. B. CALKIN, M. A., *Principal.*

Professor of Didactics..... *J. B. Calkin, M. A.*
" Language and History..... *J. B. Hall, Ph. D.*
" Mathematics..... *F. H. Eaton, B. A.*
Lecturer in Natural Science..... *H. W. Smith, B. Sc.*
Instructor in Industrial Drawing and Calisthenics..... *Miss Ottie A. Smith.*

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The Legislature at its last session passed the following—

## ACT TO ENCOURAGE AGRICULTURAL EDUCATION.

Be it enacted by the Governor, Council and Assembly, as follows:

1. The Council of Public Instruction shall have power to appoint a Lecturer on Agriculture in connection with the Provincial Normal School.

2. It shall be the duty of the Council of Public Instruction to define particularly the duties of the aforesaid Lecturer, with reference to the following general objects:

*(a.)* Instructing the pupil teachers in Agricultural Chemistry and the sciences bearing on Agriculture, according to the Provincial standards of examination, as announced from time to time.

(*b.*) Conducting a regular course of lectures on Agricultural science, with experiments and laboratory practice, for the benefit of young men generally who may wish to fit themselves for the successful prosecution of Agriculture, and with a view of training teachers for the special schools provided for in this Act.

(*c.*) Inspecting and reporting upon any schools receiving special grants under authority of this Act, so far as the teaching of Agriculture is concerned.

(*d.*) Delivering public lectures on Agriculture throughout the Province, so far as his other duties will permit.

3. Any male teacher of the first class (grade A or grade B), who shall have attended the course of lectures above provided for and shall have passed a satisfactory examination on the subjects thereof, shall be entitled, subject to the conditions hereinafter named, to receive, when teaching school, in addition to the ordinary grant of his grade, a special grant of one hundred dollars for the school year, or ratably, according to the time he may have taught.

4. It shall be the duty of the Council of Public Instruction to frame regulations as to the outfit and management of schools in charge of teachers holding an agricultural diploma, and claiming the special grant aforesaid; and without the due observance of such regulations by both trustees and teacher the special grant shall in no case be paid.

5. To encourage teachers to qualify themselves as Agricultural instructors, the Council of Public Instruction is authorized to distribute annually a sum not exceeding $250, as prizes, among the five teachers who shall pass the best examination on the subjects of the course.

6. The grants authorized by this Act shall be paid out of the moneys appropriated annually by the Legislature for Education.

Under the authority of the above Act, H. W. Smith, Esq., B. S. of Cornell University, Ithaca, N. Y., was appointed lecturer on agriculture and a school of agriculture in connection with the Normal School for the accomplishment of the purposes recited in the Act was organized and opened, contemporaneously with the Normal School proper, in November last, the following explanatory circular having been previously issued:

1. Instructions by lectures, experiments and laboratory practice will be given as follows:—

(1.) To male teachers holding Academic or First-Class Licenses, (Grades A and B,)who wish to qualify themselves for conducting the special Agricultural Schools to be hereafter established under authority of the "Act to encourage Agricultural Education." The course of study to be pursued will include Chemistry, Botany, Zoology, Veterinary Science and Agriculture (field fruit, and garden crops, and live stock.) In general this Course will extend over two annual Sessions of the Normal School, but teachers particularly well grounded in the subjects constituting its scientific basis, may, with proper application, complete it in a single session. By Act of the Legislature, the Council of Public Instruction is authorized to distribute annually a sum not exceeding $250.00 as prizes, among the five teachers passing the best

final examinations. The lectures delivered in the Normal School proper on Educational Science and Methods, will be open to the students of this department, and those who have not enjoyed a professional training will find it to their advantage to attend them.

(2.) To young farmers and others wishing to fit themselves for the successful prosecution of agriculture. Such persons can take either the entire regular course above indicated or a select course in special subjects, according to their ability or wishes. But it is to be especially noted that the successful pursuit of agricultural studies in general will require as a ground work a good common school education, and that without such qualification no person need apply for admission.

Under 2 (a) of the Act, Professor Smith gives instruction to the first class students of the Normal School proper, in Inorganic and Agricultural Chemistry, and to the second class candidates (in two sections) in Botany. His time is otherwise taken up with the duties imposed by 2 (b) and 2 (d) of the Act. The following general view, or outline of the subjects embraced in the Course for agricultural teachers has been furnished me by Professor Smith: "The course can be arranged under three general heads. (1) Natural sciences; (2) their application to agriculture; (3) practical agriculture. The natural sciences are Botany, (structural) of the higher plants, (Gray's) vegetable physiology. Classification of plants, including a study of the lower plants, which are related to agriculture (Bessey's Botany). Laboratory work on all these subjects, as well as field work in collecting, studying and analyzing. Applied botany. Experiments and studies with lower plants, and with seeds of higher plants. A study of the diseases of plants and of animals produced by lower plants, also of the weeds common to Nova Scotia. Anatomy and physiology. Comparative study of domestic animals. Lectures. Laboratory work in dissection. Study of the tissues, and their microscopic structure. Fluids, and their action. Students are also obliged to accompany me on visits to sick animals, diagnose the disease and prescribe for it. Chanveaux's Anatomy, Green's Pathology, Law's Veterinary. Entomology, as far as related to agriculture, horticulture and fruit growing. Laboratory work on insects. Chemistry; lectures on general chemistry and agricultural chemistry. Johnson's "How Crops Grow and Feed." Laboratory work. Analysis of fertilizers, manures, fodders, soils, &c. Practical agriculture. Lectures and essays on subjects like the following—Drainage, tillage, manures, crops, horticulture, fruit growing, breeds of horses, cattle, sheep, swine, poultry; feeding and care of animals. Soils, source and qualities, &c. Barn implements. Students are also required to visit farms to criticise these features when in practical operation. In this work the student will be obliged to consult and read books of reference. Also, special lectures are given on human and animal hygiene, care of health, what to do in emergencies, &c."

# PROVINCIAL EDUCATIONAL ASSOCIATION.

## TEACHERS' ASSOCIATIONS.

The Provincial Educational Association held its sixth annual meeting in the Assembly Hall of the Normal School, Truro, on the 15th and 16th of July.

The session was an exceedingly interesting and profitable one. The attendance was large and representative; the discussions generally instructive and well-sustained. The following was the regular programme of formal papers or addresses:

Do the Principles of the Kindergarten System differ from those of Modern Education?—Wm. Crockett, M. A., Chief Superintendent of Education, New Brunswick.

Questions in Educational Philosophy.—T. H. Rand, M. A., D. C. L., Professor of Education and History in Acadia College.

Spelling Reform.—A. H. McKay, B. A., B. Sc., Principal of Pictou Academy.

The School System of Prince Edward Island.—D. Montgomery, Chief Superintendent of Education for Prince Edward Island.

The Course of Study for the Common Schools.—W. D. McKenzie, M. D., Inspector of Schools for District No. 10.

Some Defects in our Educational System.—F. H. Eaton, M. A., Prof Mathematics, Normal School.

Towards the close of the last session, among other miscellaneous business, the following preambles and resolution were adopted without debate:

*Whereas*, The general opinion of Inspectors and Teachers is that we should not break up the year into a winter term and a summer term;

*And whereas*, It has been repeatedly stated and shown, that much good would result from the adoption of one long term, which would be identical with the school year;

*Resolved*, That the Executive Committee of this Association be also constituted a special committee to confer with the Superintendent of Education as to the advisability of having, at an early day, for the schools, a single school term of ten months.

At a meeting of the executive committee since held, it was unanimously decided that the matter was not one in regard to which hasty action would be justifiable. It was felt that as the proposition affects parents and pupils as vitally as it does teachers, cautious investigation and careful deliberation should precede any radical change. Arrangements were therefore made to have the subject brought before the ensuing Association for thorough discussion.

The Inspectors' reports contain apposite references to the various District Associations which were held during the year. Through

domestic affliction, conjoined with a severe pressure of official duty, I was unable to be present at that for District No. 4, held in the town of Digby during the last week of April. All others I attended, and was gratified to meet on each occasion a body of teachers of whom any country might well be proud.

## PROVINCIAL UNIVERSITIES AND COLLEGES.

Though not a duty officially imposed upon me, I have thought it proper to include in this Report some particulars in connection with the organization and work of University education in the Province. These are given in appendix D.

## INSTITUTIONS FOR SPECIAL CLASSES.

Appendix E contains some valuable information respecting the Institution for the Deaf and Dumb, and the Halifax School for the Blind. These noble Institutions, though originally the products of private philanthropy, now sustain, through recent legislation, a definite organic relation to the educational system of the Province.

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Most of the Inspectors' Reports contain paragraphs treating of the development of educational facilities in various parts of the Province since the inception of our present Free School System. These references will, perhaps, be rendered additionally instructive by a brief outline of Provincial legislation on the subject of Public Schools, prior to the laying of the foundations of the existing statute during the sessions of 1864 and 1865.

The first General Assembly of the Province was convened in 1758. For more than half a century, with a single exception of a local character to be duly noted, the matter of public schools seems to have attracted no parliamentary consideration whatever. We should not too severely condemn the legislators of the infant colony for their apparent apathy in regard to education. The duty of a State to provide for the mental training of its youth, and the important bearing of such training on both industrial and moral advancement, were not then the accepted principles that they are to-day. The Legislature, moreover, with but imperfect powers of providing revenue and controlling expenditure, was constantly beset with urgent problems growing out of the material necessities of thinly peopled settlements, dotting here and there the borders of a practically unbroken wilderness.

In 1780 an Act was passed providing for the establishment of a public Grammar School in the town of Halifax. This is the exceptional instance noted above,—the only sign of legislative interest in matters of general education during the first half century of our history under a parliamentary organization. The Act remained in force until 1876, when the Grammar School which it created was merged in the Halifax High School. It provided that a sum not exceeding £100 should be annually granted for the support of a school-master; and that whenever the number of scholars should exceed forty, a further allowance of £50 per annum be added for the support of an usher or assistant. An Act was contemporaneously passed which provided for raising "the sum of £1500 *by lottery* for defraying the expense of building the school-house."

It must not be supposed that during this long period the rural portions of the province were entirely destitute of schools. Through an arrangement made with the Board of Trade and Plantations when steps were being taken for the settlement of Halifax, the Society for the Propagation of the Gospel in Foreign Parts established and maintained schools in certain localities, grants of land being awarded the Society in consideration of its services. It was undoubtedly intended and expected that the whole Province, as it became gradually settled, should receive school-masters from this source. But immigration into the country did not come by the anticipated channels. Most of the early settlers brought with them prepossessions more or less unfavorable to the carrying out of the designs of the Society, whose schools were practically confined to the few localities where the people were of direct English origin, and were naturally under the control of the clergymen of the Church of England in whose parishes they were situated. Elsewhere, if schools existed, they were the result of private, often of individual, effort. They were seldom open more than a small fraction of the year. Few as they were, they would have been still fewer, had not such teachers as were available fortunately placed a tolerably accurate financial estimate on the value of their own services.

In the year 1811, the Legislature, which contained at that time several members of great ability and eminence, made a courageous, but unfortunately abortive, attempt to lay the foundations of a system of general Education, by passing an Act with the following suggestive preamble: "Whereas, it is highly advantageous to the youth of this Province to afford them easy means of acquiring useful knowledge in those essential parts of general Education which are necessary to persons of every rank and station in civilized Society." The Act provided a grant of £25 in aid of a Common School in any settlement of not less than thirty families, and in which £50 should be raised for school purposes. The management of each school was committed to a board of three trustees, selected by the Court of Sessions from six persons nominated for the office by a meeting of "the Forty Shilling Freeholders" of the settlement in which it was proposed to establish a school. It is noteworthy that at this early period there was a partial recognition of the principle of supporting

schools by assessment. The £50 to be raised locally as the condition of a legislative grant might either be "subscribed" or "voted" at the meeting of freeholders called for the nomination of Trustees. If "voted," this sum "was to be assessed and collected in like manner as poor rates," and all pupils were to be "admitted free." The provisions of the Act thus briefly outlined proved almost entirely inoperative. The reason is not far to seek. The receipt of Legislative aid was based on a condition entirely beyond the circumstances of most settlements to supply. Even to-day the principle would exclude a majority of the school sections of the Province from all public subvention of their schools.

In 1826 a more elaborate Educational Act was passed, providing for the establishment of Boards of Commissioners, for the division of the territory supervised by each Board into School Districts or Sections, and for the apportionment to each County of a fixed grant from the public treasury. These grants were to be distributed by the Boards of Commissioners, but amounted in the aggregate to only £2500. To the Boards was entrusted the duty of examining and licensing teachers.

In 1832, the total annual grant in support of Education was increased to £4000. The number of Commissioners in each Board was increased from three to five. In the local support of Schools, the principle of assessment was recognized where "two-thirds of the freeholders and inhabitants should decide in favor of it."

In 1841 the Provincial Grant for Schools was raised to £6000, and "A Central Board of Education" was created, "to establish forms of returns of Schools, affidavits, certificates, &c.," and generally to promote "greater uniformity in the system to be pursued by the respective Boards of Commissioners." The two-thirds vote of "Freeholders and inhabitants," previously required to authorize local assessment, was exchanged for the vote of a simple majority.

Further modifications were introduced in 1845, when the aggregate legislative grant was nearly doubled, being fixed at £11,170, at which limit it remained until the introduction of our present system in 1864. The special grants for Grammar Schools were raised to £1700. A change was made in the composition of Trustee Boards. The "householders" of each Section were empowered to elect *two* Trustees, to whom the Commissioners might at their option add a third.

Of general school legislation preceding our present system there remains to be noticed only the Act of 1850. This is the Statute published in the First and Second Series of the Revised Statutes of the Province. It provided for the appointment of a Superintendent of Education, enlarged and more accurately defined the powers of Commissioners and Trustees, and somewhat improved preceding arrangements for the examination and licensing of teachers. Under the first of these provisions, John W. Dawson, Esq., (now Sir William Dawson, L. L. D., F. R. S., C. M. G., Principal of McGill University,

and President Elect of the British Association for the Advancement of Science) was appointed Superintendent of Education. After a few years' service, Mr. Dawson resigned to assume important duties elsewhere. His successor was the Rev. Alexander Forrester, D. D., who from 1855 to 1864 held the position in conjunction with the Principalship of the Provincial Normal School, an institution founded by the legislature in 1854. Both these gentlemen labored indefatigably in urging upon both people and legislature the principle of Free Schools supported by universal assessment.

The Act of 1850 remained upon the Statute-book, without material modification, for fourteen years. During that period few, if any, school sections availed themselves of the optional principle of assessment which it embodied. Large districts of inhabited country remained without educational facilities. A cruel necessity forced Commissioners to credential as teachers persons devoid of obvious rudimentary qualifications. The population of the Province was rapidly increasing, but the school attendance was practically stationary, while even for that limited attendance the provided accommodation was wholly inadequate.

Meagre as it is, the foregoing outline of legislative enactments and experiments shows conclusively enough that the times were growing ripe for fundamental changes. For many years the principle of Free Schools based on universal assessment, and the establishment of a truly Provincial System of Education, had received the earnest support in Parliament of a large number of leading statesmen. But the practical difficulties confronting such radical changes, had hitherto proved more than a match for logic, however irresistible and triumphant in her own domain. It is not wonderful, then, that in 1864 the Government of the day, in introducing propositions of educational reform, embodying most of the fundamental principles of our present system, shrank on one point from accepting their own conclusions, by putting a premium on assessment instead of making it by force of law the necessary basis for the local support of schools. This defect, however, was soon rectified. Nearly twenty years before, Joseph Howe, delivering in the Legislature one of his grandest pleas in behalf of universal education, had predicted "that the time would come, when, if Education be but mentioned here, faction shall be hushed, personal rivalries forgotten, and ambition shall plume her wing for noble flights above the mire and strife of party." This eloquent prophecy received its fulfilment at a critical hour in the history of our educational development. The introduction of the most important bill relating to education as yet submitted to our legislature was met by an assurance from the leaders of the constitutional opposition that so far from making the measure an occasion of party strife and possible party triumph, they would gladly do their utmost to perfect its details and to expand its principles to their proper logical proportions. An Act of broad, progressive, and courageous statesmanship thus found its counterpart in an equally meritorious act of a rarer type, the patriotic subordination of partisan to national interests.

It is neither necessary nor desirable that I should prolong this Report by recounting the history of the twenty years which have followed the radical reconstruction of our educational system. In the earlier part of the period, re-organization, adaptation of the external agencies of instruction to the new order of things, changes in the material conditions for sustaining schools, formed the conspicuous features; during later years, with not a little useful legislation, attention has been rather concentrated on the inner aspects and quality of education. As to results, while boasting may not be expedient, there is no reason why we should feel either disappointed or ashamed. We have good schools, fairly comparable with those of any similarly situated country. Our teachers as a body are the very flower of the youth of the land. On any hypothesis as to the effect of the important political changes and commercial readjustments which the Province has undergone during the period in question, Nova Scotia is, beyond dispute, better able to enjoy her riches, or bear her proverty, as the case be, *with* her Free Schools than she would be *without* them. The probable bearings of our system on the interests of morality and religion were earnestly discussed at the time of its introduction. Such inquiries must always command respect, and a people which does not give those great interests precedence over all others has lost the prime elements of national strength. I have no authority to say that any one has changed his mind as to the correct theoretic basis on which the structure of Education should repose, but it is certainly an assuring circumstance that no score of years in the history of the Province can compare with the last in the multiplication of religious agencies and institutions, and I believe also in the general moral and religious progress of society.

I have the honor to be,

Your Honor's very obed't Servant,

DAVID ALLISON,

Supt. of Education.

# PART II.

# STATISTICAL TABLES.

Public Schools, County Academies, and Special Academies.

# TABLE I.—PRELIMINARY.

| COUNTY. | No. of Sections. | Winter Term ended April 30, 1885. | | | | Summer Term ended October 31, 1885. | | | | | Year ended October 31, 1885. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of Sections having no School this Term. | No. of Schools in Session. | No. of Teachers and Licensed Assistants. | No. of Registered Pupils. | No. of Sections having no School this Term. | No. of Schools in Session. | No. of Teachers and Licensed Assistants. | No. of Registered Pupils. | No. of Pupils registered, *not* on Register of previous Term. | No. of Sections having no School during year. | Total No. of different Pupils during year. | Proportion of population (Census 1881) at School during year. |
| Annapolis | 103 | 14 | 103 | 103 | 3956 | 5 | 113 | 113 | 3929 | 1059 | 3 | 5015 | 1 in 4.1 |
| Antigonish | 81 | 16 | 75 | 77 | 2982 | 7 | 84 | 85 | 3647 | 985 | 5 | 3967 | 1 " 4.5 |
| Cape Breton | 130 | 23 | 141 | 141 | 6096 | 20 | 149 | 149 | 6508 | 1471 | 12 | 7567 | 1 " 4.1 |
| Colchester | 115 | 14 | 127 | 127 | 5171 | 9 | 132 | 138 | 5619 | 1272 | 3 | 6443 | 1 " 4.1 |
| Cumberland | 139 | 19 | 144 | 148 | 5565 | 6 | 157 | 162 | 6216 | 1584 | 1 | 7149 | 1 " 3.8 |
| Digby | 75 | 12 | 82 | 86 | 3838 | 8 | 87 | 92 | 4176 | 1239 | 3 | 5077 | 1 " 3.9 |
| Guysboro' | 92 | 29 | 73 | 73 | 3160 | 14 | 85 | 85 | 3428 | 1067 | 11 | 4227 | 1 " 4.2 |
| Halifax | 129 | 31 | 114 | 116 | 4968 | 24 | 122 | 126 | 5316 | 1570 | 10 | 6538 | 1 " 4.8 |
| " City | 1 | .. | 100 | 100 | 5324 | .. | 102 | 102 | 5492 | 923 | .. | 6247 | 1 " 5.7 |
| Hants | 99 | 19 | 103 | 104 | 4444 | 5 | 118 | 122 | 5032 | 1448 | 3 | 5892 | 1 " 3.9 |
| Inverness | 161 | 28 | 133 | 148 | 4923 | 10 | 151 | 170 | 5751 | 1198 | 6 | 6121 | 1 " 4.1 |
| Kings | 106 | 14 | 107 | 112 | 4553 | 6 | 111 | 118 | 4580 | 1418 | 3 | 5971 | 1 " 3.9 |
| Lunenburg | 137 | 15 | 139 | 139 | 5933 | 19 | 129 | 129 | 5245 | 1267 | 2 | 7200 | 1 " 3.9 |
| Pictou | 133 | 15 | 156 | 160 | 6718 | 6 | 166 | 169 | 7287 | 1439 | 6 | 8157 | 1 " 4.3 |
| Queens | 42 | 6 | 51 | 51 | 2041 | 2 | 55 | 56 | 2088 | 494 | 1 | 2535 | 1 " 4.1 |
| Richmond | 70 | 17 | 63 | 63 | 2178 | 14 | 66 | 66 | 2490 | 801 | 8 | 2978 | 1 " 5. |
| Shelburne | 65 | 13 | 69 | 70 | 3025 | 5 | 77 | 77 | 3135 | 910 | 1 | 3935 | 1 " 3.8 |
| Victoria | 90 | 25 | 65 | 65 | 1975 | 18 | 72 | 75 | 2424 | 789 | 16 | 2764 | 1 " 4.5 |
| Yarmouth | 71 | 6 | 97 | 99 | 4622 | 9 | 91 | 93 | 4225 | 882 | 1 | 5504 | 1 " 3.8 |
| Total, 1885 | 1839 | 316 | 1942 | 1982 | 81472 | 187 | 2065 | 2127 | 86578 | 21816 | 95 | 103287 | 1 " 4.2 |
| " 1884 | 1833 | 343 | 1889 | 1939 | 80041 | 215 | 2014 | 2090 | 84266 | 21028 | 115 | 101069 | 1 " 4.3 |
| Increase | 6 | .... | 53 | 43 | 1431 | .... | 51 | 37 | 2312 | 788 | .... | 2218 | 1 " 198 |
| Decrease | .... | 27 | .... | .... | .... | 28 | .... | .... | .... | .... | 20 | .... | ..... |

## TABLE II.—PUBLIC SCHOOLS: TEACHERS EMPLOYED.

| COUNTY. | WINTER TERM. | | | | | | | | | | | SUMMER TERM. | | | | | | | | | | | No. of Licensed Assistants. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male Teachers. | | | | Female Teachers. | | | | Total. | | | Male Teachers. | | | | Female Teachers. | | | | Total. | | | Winter. | | Summer. | |
| Grade | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Males. | Females. | Both. | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Male. | Female. | Both. | M. | F. | M. | F. |
| Annapolis | 3 | 15 | 17 | 5 | ... | 2 | 42 | 19 | 40 | 63 | 103 | 2 | 11 | 10 | 2 | .. | 3 | 57 | 28 | 25 | 88 | 113 | ... | ... | ... | ... |
| Antigonish | 1 | 15 | 13 | 11 | ... | 1 | 18 | 16 | 40 | 35 | 75 | 1 | 14 | 13 | 14 | 1 | 1 | 19 | 21 | 42 | 42 | 84 | 1 | 1 | 1 | ... |
| Cape Breton | 3 | 25 | 21 | 34 | ... | 4 | 24 | 30 | 83 | 58 | 141 | 4 | 23 | 22 | 38 | ... | 3 | 29 | 30 | 87 | 62 | 149 | ... | ... | ... | .. |
| Colchester | 1 | 11 | 11 | 2 | .. | 9 | 53 | 40 | 25 | 102 | 127 | 2 | 11 | 5 | 2 | ... | 6 | 63 | 48 | 20 | 117 | 137 | ... | ... | ... | 1 |
| Cumberland | 1 | 8 | 10 | 6 | ... | 5 | 59 | 59 | 25 | 123 | 148 | 2 | 7 | 15 | 4 | ... | 6 | 64 | 64 | 28 | 134 | 162 | ... | ... | ... | ... |
| Digby | 1 | 8 | 9 | 7 | ... | 1 | 18 | 38 | 25 | 57 | 82 | 1 | 8 | 5 | 8 | ... | 1 | 20 | 44 | 22 | 65 | 87 | ... | 4 | ... | 5 |
| Guysboro' | 1 | 10 | 5 | 6 | ... | 1 | 17 | 33 | 22 | 51 | 73 | 1 | 6 | 4 | 9 | ... | 1 | 18 | 46 | 20 | 65 | 85 | ... | ... | . | .. |
| Halifax | ... | 6 | 8 | 5 | ... | 4 | 51 | 40 | 19 | 95 | 114 | ... | 7 | 10 | 5 | ... | 5 | 56 | 41 | 22 | 102 | 124 | ... | 2 | 1 | 1 |
| " City | 2 | 10 | 1 | 2 | 1 | 24 | 55 | 5 | 15 | 85 | 100 | 2 | 10 | 1 | ... | 1 | 28 | 55 | 5 | 13 | 89 | 102 | ... | ... | ... | ... |
| Hants | 1 | 13 | 11 | 2 | ... | 3 | 49 | 25 | 27 | 77 | 104 | 1 | 12 | 10 | 3 | ... | 3 | 55 | 37 | 26 | 95 | 121 | ... | ... | ... | 1 |
| Inverness | 1 | 13 | 29 | 53 | ... | ... | 11 | 28 | 96 | 39 | 135 | 1 | 21 | 24 | 63 | ... | ... | 11 | 35 | 109 | 46 | 155 | 10 | 3 | 9 | 6 |
| Kings | 1 | 18 | 13 | 4 | ... | 3 | 42 | 29 | 36 | 74 | 110 | 2 | 10 | 6 | 2 | ... | 3 | 45 | 48 | 20 | 96 | 116 | ... | 2 | ... | 2 |
| Lunenburg | 1 | 8 | 9 | 7 | ... | 3 | 35 | 76 | 25 | 114 | 139 | 2 | 6 | 7 | 7 | ... | 2 | 35 | 70 | 22 | 107 | 129 | ... | ... | ... | ... |
| Pictou | 5 | 20 | 19 | 3 | 1 | 11 | 58 | 43 | 47 | 113 | 160 | 5 | 17 | 18 | 5 | 1 | 13 | 55 | 55 | 45 | 124 | 169 | ... | .. | ... | ... |
| Queens | 1 | 6 | 3 | 1 | ... | ... | 20 | 20 | 11 | 40 | 51 | 1 | 5 | 3 | ... | ... | 1 | 23 | 23 | 9 | 47 | 56 | ... | ... | ... | .. |
| Richmond | 1 | 8 | 10 | 11 | ... | 1 | 13 | 19 | 30 | 33 | 63 | 1 | 5 | 8 | 14 | ... | 1 | 12 | 25 | 28 | 38 | 66 | ... | ... | ... | ... |
| Shelburne | 1 | 7 | 7 | 3 | ... | 3 | 23 | 26 | 18 | 52 | 70 | 1 | 4 | 4 | 2 | ... | 3 | 26 | 37 | 11 | 66 | 77 | ... | ... | ... | ... |
| Victoria | 1 | 5 | 8 | 20 | ... | 2 | 7 | 22 | 34 | 31 | 65 | 1 | 6 | 7 | 21 | ... | 2 | 9 | 29 | 35 | 40 | 75 | ... | ... | ... | ... |
| Yarmouth | 2 | 12 | 6 | 3 | ... | 10 | 34 | 31 | 23 | 75 | 98 | 2 | 7 | 2 | 3 | ... | 10 | 36 | 33 | 14 | 79 | 93 | ... | 1 | ... | ... |
| Total, 1885 | 28 | 218 | 210 | 185 | 2 | 87 | 623 | 599 | 641 | 1317 | 1958 | 32 | 190 | 174 | 202 | 3 | 92 | 688 | 719 | 598 | 1502 | 2100 | 11 | 13 | 11 | 16 |
| " 1884 | 29 | 222 | 220 | 194 | 3 | 73 | 594 | 577 | 665 | 1247 | 1912 | 27 | 198 | 172 | 188 | 3 | 88 | 668 | 719 | 585 | 1478 | 2063 | 12 | 15 | 8 | 19 |
| Increase | ... | ... | ... | ... | ... | 14 | 35 | 22 | ..... | 70 | 46 | 5 | ... | 2 | 14 | ... | 4 | 20 | ... | 13 | 24 | 37 | .. | ... | 3 | ... |
| Decrease | 1 | 4 | 10 | 9 | 1 | ... | ... | ... | 24 | ..... | ..... | ... | 8 | .. | ... | ... | ... | ... | ... | ..... | ..... | ..... | 1 | 2 | ... | 3 |

## TABLE III.—PUBLIC SCHOOLS: PERIOD OF SERVICE, &C., OF TEACHERS.

| COUNTY. | No. of Teachers engaged in the same Section as during the previous Term. | | No. of Teachers removed to a new Section. | | No. of new Teachers. | | No. of Teachers not more than 3 years in the Service | | Period of Service of Teachers—Summer Term. Male Teachers, Grades A and B. | | | | | | | Female Teachers, Grades A, B and C. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Winter. | Summer. | Winter. | Summer. | Winter. | Summer. | Winter. | Summer. | No. 1st term employed. | No. 2nd term employed. | No. up'wds of a year but not more than 2 yrs. in the service. | No. up'wds of 2 but not more than 3 yrs. in the service. | No. up'wds of 3 but not more than 5 yrs. in the service. | No. up'wds of 5 but not more than 7 yrs. in the service. | No. up'wds of 7 yrs. in the service. | No. 1st term employed in teaching. | No. 2nd term employed in teaching. | No. up'wds. of a yr but not more than 2 yrs. in the service | No. up'wds of 2 but not more than 3 yrs. in the service. | No. up'wds of 3 but not more than 5 yrs. in the service. | No. up'wds of 5 but not more than 7 yrs. in the service. | No. up'wds of 7 yrs. in the service. |
| Annapolis | 47 | 58 | 36 | 49 | 20 | 6 | 48 | 57 | ..... | ..... | ... ... | ... ... | 3 | 3 | 7 | 1 | 10 | 8 | 8 | 12 | 10 | 11 |
| Antigonish | 45 | 51 | 21 | 26 | 9 | 7 | 31 | 38 | ..... | ..... | 1 | 2 | ... ... | 2 | 10 | 1 | 3 | 1 | 1 | 4 | 3 | 8 |
| Cape Breton | 94 | 97 | 34 | 38 | 13 | 14 | 52 | 63 | 1 | 1 | 1 | 2 | 5 | 3 | 14 | ..... | ..... | 4 | 3 | 9 | 4 | 12 |
| Colchester | 52 | 65 | 54 | 52 | 21 | 20 | 65 | 70 | ... .. | ..... | ... ... | 4 | 4 | 1 | 4 | 4 | 6 | 12 | 10 | 11 | 13 | 13 |
| Cumberland | 45 | 75 | 80 | 67 | 23 | 20 | 81 | 85 | ..... | ..... | ... ... | ... ... | 3 | 1 | 5 | 3 | 5 | 17 | 9 | 19 | 5 | 12 |
| Digby | 47 | 51 | 26 | 32 | 9 | 4 | 38 | 31 | ..... | ..... | ... ... | 1 | 1 | 3 | 4 | ..... | ..... | 3 | 6 | 3 | 3 | 6 |
| Guysboro' | 27 | 44 | 35 | 35 | 11 | 6 | 34 | 43 | ..... | ..... | ... ... | ... ... | 2 | 1 | 4 | ..... | 2 | 2 | 1 | 4 | 5 | 5 |
| Halifax | 58 | 73 | 46 | 41 | 10 | 10 | 58 | 47 | ..... | ..... | 1 | ... ... | .. ... | 3 | 3 | 4 | 6 | 8 | 7 | 11 | 12 | 13 |
| " City | 90 | 92 | ... | ... | 10 | 10 | ... | 16 | ..... | ..... | 1 | 1 | 3 | ... ... | 7 | 5 | 4 | 2 | 4 | 11 | 10 | 48 |
| Hants | 39 | 61 | 37 | 32 | 28 | 28 | 59 | 71 | ..... | ..... | ... .. | 4 | ... ... | 4 | 5 | 6 | 8 | 7 | 10 | 5 | 10 | 12 |
| Inverness | 68 | 73 | 53 | 65 | 14 | 17 | 62 | 68 | 1 | ..... | 2 | 3 | 5 | 5 | 6 | ..... | 1 | 2 | 1 | 2 | 1 | 4 |
| Kings | 25 | 49 | 64 | 44 | 21 | 23 | 55 | 58 | ..... | ..... | ... ... | 1 | 4 | 0 | 7 | 5 | 4 | 4 | 4 | 12 | 5 | 14 |
| Lunenburg | 69 | 84 | 57 | 40 | 13 | 5 | 68 | 58 | 1 | ..... | 1 | 1 | 1 | 2 | 2 | 2 | 4 | 6 | 7 | 5 | 4 | 9 |
| Pictou | 79 | 107 | 31 | 48 | 30 | 14 | 80 | 85 | ..... | ..... | 1 | 1 | 3 | 3 | 14 | 4 | 9 | 9 | 9 | 10 | 11 | 17 |
| Queens | 27 | 40 | 20 | 11 | 4 | 5 | 21 | 19 | ..... | ..... | ... ... | 1 | 1 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 6 | 4 |
| Richmond | 37 | 49 | 18 | 13 | 8 | 4 | 30 | 40 | ..... | ..... | ... ... | .. ... | .. ... | 1 | 5 | ..... | ..... | 2 | 2 | 2 | 2 | 5 |
| Shelburne | 42 | 52 | 15 | 20 | 13 | 5 | 32 | ... ... | ..... | ..... | ... ... | 1 | 1 | 1 | 2 | 1 | 3 | 2 | 4 | 4 | 5 | 10 |
| Victoria | 28 | 42 | 27 | 25 | 10 | 7 | 28 | 40 | ..... | ..... | ... ... | 2 | 2 | 1 | 2 | ..... | 2 | 1 | 3 | 1 | 1 | 3 |
| Yarmouth | 58 | 72 | 25 | 17 | 15 | 4 | 40 | 37 | ..... | ..... | .. ... | ... ... | 1 | 1 | 7 | 2 | 2 | 7 | 4 | 6 | 9 | 16 |
| Total, 1885 | 977 | 1235 | 699 | 655 | 282 | 210 | 875 | 926 | 3 | 1 | 8 | 24 | 39 | 37 | 110 | 41 | 71 | 100 | 96 | 134 | 119 | 222 |
| " 1884 | 933 | 1164 | 686 | 687 | 293 | 212 | 797 | 883 | 4 | 6 | 10 | 22 | 34 | 45 | 104 | 36 | 63 | 86 | 81 | 144 | 125 | 224 |
| Increase | 44 | 71 | 13 | ... ... | ... ... | ... ... | 78 | 43 | ..... | ..... | ... ... | 2 | 5 | ... ... | 6 | 5 | 8 | 14 | 15 | ... ... | ... ... | ..... |
| Decrease | ... ... | ... ... | ... ... | 32 | 11 | 2 | | ... ... | 1 | 5 | 2 | ... ... | ... ... | 8 | ..... | ..... | ..... | ... ... | ... ... | 10 | 6 | 2 |

## TABLE IV.—PUBLIC SCHOOLS: ATTENDANCE—WINTER TERM.

| COUNTY. | No. of pupils registered at School this term. | Proportion of population at School this term. | No. of children 5-15 years of age in Sections having schools *not at school* this term. | Age and Sex of Pupils. | | | | | Daily Attendance. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | No. of Pupils under 5 years of age. | No. of Pupils from 5 to 15 years of age. | No. of Pupils over 15 years of age. | No. of Boys. | No. of Girls. | Grand Total Days' attendance made by all the Pupils. | No. daily present at School on an average for time in Session. | No. daily present at School on an average for Full Term. | No. daily present on an average for time in Session per 100 Registered. | No. daily present on an average for Full Term per 100 registered. |
| Annapolis | 3956 | 1 in 5.2 | 703 | 12 | 3405 | 539 | 2219 | 1737 | 250317 | 2233 7 | 2170.7 | 56.4 | 54.8 |
| Antigonish | 2982 | 1 " 6. | 600 | 10 | 2675 | 297 | 1704 | 1278 | 160029 | 1482. | 1446.5 | 49.7 | 48.4 |
| Cape Breton | 6096 | 1 " 5.1 | 1060 | 4 | 5566 | 526 | 3439 | 2657 | 383102 | 3542.6 | 3385.1 | 58. | 55.5 |
| Colchester | 5171 | 1 " 5.1 | 722 | 10 | 4682 | 479 | 2751 | 2420 | 350590 | 3148.6 | 2971.6 | 60. | 57. |
| Cumberland | 5565 | 1 " 4.9 | 1111 | 18 | 4921 | 626 | 3084 | 2481 | 326564 | 2993. | 2812. | 54. | 50. |
| Digby | 3838 | 1 " 5.1 | 921 | 15 | 3395 | 428 | 2117 | 1721 | 237428 | 2199 8 | 2109.5 | 57.3 | 54.9 |
| Guysboro' | 3160 | 1 " 5.6 | 655 | 13 | 2729 | 418 | 1767 | 1393 | 166664 | 1691.4 | 1505 | 53.5 | 47.6 |
| Halifax | 4968 | 1 " 6.4 | 1037 | 17 | 4524 | 427 | 2694 | 2274 | 316045 | 2975. | 2821. | 59.8 | 56.7 |
| " City | 5324 | 1 " 6.7 | ..... | 4 | 4970 | 350 | 2722 | 2602 | 394077 | 3673. | 3640. | 69. | 68. |
| Hants | 4444 | 1 " 5.2 | 1057 | 19 | 3982 | 443 | 2394 | 2050 | 278333 | 2468.5 | 2369.3 | 55.5 | 53.4 |
| Inverness | 4923 | 1 " 5 2 | 885 | 38 | 4290 | 595 | 2784 | 2139 | 249899 | 2279. | 2133. | 46. | 43.3 |
| Kings | 4553 | 1 " 5 1 | 851 | 9 | 3838 | 706 | 2573 | 1980 | 278763 | 2592. | 2378.4 | 56.9 | 52.2 |
| Lunenburg | 5933 | 1 " 4.8 | 982 | 36 | 5273 | 624 | 3179 | 2754 | 348711 | 3250 3 | 3050.3 | 54.7 | 51.4 |
| Pictou | 6718 | 1 " 5 2 | 1287 | 11 | 6025 | 682 | 3643 | 3075 | 449829 | 3862.5 | 3730.4 | 57.5 | 55.5 |
| Queens | 2041 | 1 " 5.1 | 81 | 3 | 1785 | 253 | 1100 | 941 | 137837 | 1248.6 | 1205.9 | 61.1 | 59. |
| Richmond | 2178 | 1 " 6.9 | 472 | 11 | 2012 | 155 | 1209 | 969 | 127276 | 1226 3 | 1163.4 | 56.3 | 53.4 |
| Shelburne | 3025 | 1 " 4.9 | 520 | 14 | 2638 | 373 | 1706 | 1319 | 187622 | 1751 8 | 1642.5 | 57.9 | 54 3 |
| Victoria | 1975 | 1 " 6 3 | 366 | 7 | 1714 | 254 | 1106 | 869 | 111735 | 1002. | 906. | 50.8 | 46. |
| Yarmouth | 4622 | 1 " 4 6 | 968 | 7 | 4106 | 509 | 2519 | 2103 | 313356 | 2890. | 2773.9 | 62.5 | 60. |
| Total, 1885 | 81472 | 1 " 5 4 | 14278 | 258 | 72530 | 8684 | 44710 | 36762 | 5068177 | 46510.1 | 44214.5 | 57.6 | 54.7 |
| " 1884 | 80041 | 1 " 5.5 | 14517 | 250 | 71254 | 8537 | 44031 | 36010 | 5101954 | 46300. | 43888.6 | 57.8 | 54.8 |
| Increase | 1431 | 1 " 307 | ..... | 8 | 1276 | 147 | 679 | 752 | ..... | 210.1 | 325.9 | ..... | ..... |
| Decrease | ..... | ..... | 239 | ..... | ..... | ..... | ..... | ..... | 33777 | ..... | ..... | .2 | 1. |

## TABLE V.—PUBLIC SCHOOLS: ATTENDANCE—SUMMER TERM.

| COUNTY. | No. of Pupils registered at School this term. | Proportion of population at School this term. | No. children 5-15 years of age in Sections having schools *not at school* this term. | Age and Sex of Pupils. | | | | | Daily Attendance. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | No. of pupils under 5 years of age. | No. of pupils from 5 to 15 years of age. | No. of pupils over 15 years of age. | No of Boys. | No. of Girls | Grand Total Days' attendance made by all the pupils. | No. daily present at School on an average for time in Session. | No. daily present at School on an average for Full Term. | No. daily present on an average for time in Session per 100 Registered. | No. daily present on an average for Full Term per 100 registered. |
| Annapolis | 3929 | 1 in 5.2 | 651 | 39 | 3690 | 200 | 1882 | 2047 | 248436 | 2407 3 | 2314.5 | 61.2 | 58.9 |
| Antigonish | 3647 | 1 " 4.9 | 372 | 35 | 3432 | 180 | 1904 | 1743 | 181752 | 1737 5 | 1723. | 47.6 | 47.2 |
| Cape Breton | 6508 | 1 " 4.8 | 833 | 22 | 6216 | 270 | 3453 | 3055 | 361045 | 3579.4 | 3385.6 | 55. | 52. |
| Colchester | 5619 | 1 " 4.7 | 466 | 32 | 5306 | 281 | 2786 | 2833 | 351259 | 3510.1 | 3368.1 | 62.4 | 59.9 |
| Cumberland | 6216 | 1 " 4.4 | 567 | 69 | 5810 | 337 | 3161 | 3055 | 348336 | 3491. | 3101. | 56.1 | 50. |
| Digby | 4176 | 1 " 4.7 | 670 | 43 | 3940 | 193 | 2086 | 2090 | 263240 | 2516.2 | 2449.2 | 60.2 | 58.6 |
| Guysboro' | 3428 | 1 " 5.1 | 644 | 39 | 3196 | 193 | 1728 | 1700 | 179837 | 1793. | 1684.4 | 52.3 | 49.1 |
| Halifax | 5316 | 1 " 6. | 881 | 58 | 5093 | 165 | 2638 | 2678 | 328371 | 3243. | 3012. | 61. | 56·6 |
| " City | 5492 | 1 " 6.5 | ..... | 5 | 5248 | 239 | 2658 | 2834 | 368972 | 3983. | 3736. | 70, | 68. |
| Hants | 5032 | 1 " 4.6 | 714 | 39 | 4737 | 256 | 2488 | 2544 | 304149 | 2960.7 | 2816.7 | 58.8 | 56. |
| Inverness | 5741 | 1 " 4.5 | 634 | 79 | 5380 | 282 | 2932 | 2809 | 267482 | 2547. | 2407. | 44.3 | 42. |
| Kings | 4580 | 1 " 5.1 | 800 | 54 | 4271 | 255 | 2038 | 2542 | 264538 | 2631.9 | 2453.1 | 57.5 | 53.5 |
| Lunenburg | 5245 | 1 " 5.4 | 973 | 81 | 4988 | 176 | 2529 | 2716 | 301785 | 2963 3 | 2849.2 | 56.4 | 54.5 |
| Pictou | 7287 | 1 " 4.8 | 894 | 31 | 6833 | 423 | 3713 | 3574 | 443308 | 4305. | 4091.7 | 59. | 56.1 |
| Queens | 2088 | 1 " 5.1 | 202 | 20 | 1905 | 163 | 1009 | 1079 | 131258 | 1290.3 | 1241.4 | 61.8 | 59.4 |
| Richmond | 2490 | 1 " 6. | 328 | 49 | 2388 | 53 | 1299 | 1191 | 141271 | 1369. | 1337.6 | 55. | 53.7 |
| Shelburne | 3135 | 1 " 4.6 | 517 | 61 | 2954 | 120 | 1529 | 1606 | 201140 | 1992. | 1750.9 | 63.5 | 55.8 |
| Victoria | 2424 | 1 " 5. | 242 | 19 | 2285 | 120 | 1260 | 1164 | 115935 | 1242. | 1129. | 51. | 46.5 |
| Yarmouth | 4225 | 1 " 5. | 864 | 30 | 4009 | 186 | 1966 | 2259 | 270405 | 2725. | 2607.5 | 64.5 | 61.7 |
| Total, 1885 | 86578 | 1 in 5. | 11252 | 805 | 81681 | 4092 | 43059 | 43519 | 5072519 | 50286.7 | 47457.9 | 58. | 54 8 |
| " 1884 | 84266 | 1 " 5.2 | 12547 | 859 | 79554 | 3853 | 41731 | 42535 | 4905065 | 48261.8 | 45194.6 | 57.2 | 53.6 |
| Increase | 2312 | 1 in 190 | ..... | ..... | 2127 | 239 | 1328 | 984 | 167454 | 2024.9 | 2263.3 | .8 | 1.2 |
| Decrease | ..... | ..... | 1295 | 54 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.

*Number of Pupils receiving Instruction in the various Branches. Record of Visitation.*

| COUNTY. | Music. | | | | Geography. | | | | | | History. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Theory. | By Rote. | Reading. | Spelling. | Nova Scotia. | General. | Drawing. | Writing. | Arithmetic. | Grammar and Analysis. | Canadian. | British | General. | Composition. | Book-keeping. | Chemistry. |
| Annapolis | 99 | 576 | 3904 | 3806 | 998 | 1928 | 2084 | 3598 | 3577 | 1752 | 971 | 887 | 24 | 625 | 464 | 67 |
| Antigonish | 72 | 178 | 2886 | 2756 | 771 | 781 | 224 | 2240 | 2372 | 883 | 305 | 356 | 189 | 231 | 131 | 15 |
| Cape Breton | 22 | 1769 | 5914 | 5804 | 2242 | 1877 | 329 | 4967 | 4533 | 2875 | 1039 | 662 | 301 | 613 | 197 | 25 |
| Colchester | 187 | 3055 | 5119 | 5052 | 1764 | 2298 | 2769 | 4906 | 4989 | 2976 | 1142 | 1075 | 254 | 1028 | 624 | 91 |
| Cumberland | 82 | 1403 | 5464 | 5387 | 1459 | 1967 | 2937 | 4899 | 5245 | 2320 | 883 | 838 | 93 | 735 | 392 | 97 |
| Digby | 152 | 593 | 3789 | 3621 | 1534 | 1581 | 2218 | 3327 | 3458 | 1503 | 552 | 706 | 71 | 463 | 184 | 43 |
| Guysboro' | 20 | 662 | 3024 | 2981 | 1030 | 890 | 475 | 2675 | 2812 | 1051 | 366 | 545 | 147 | 358 | 154 | 8 |
| Halifax | 394 | 3410 | 4898 | 4809 | 2476 | 1796 | 2123 | 4186 | 4674 | 2279 | 1084 | 989 | 94 | 736 | 350 | 34 |
| " City | 274 | 3003 | 5247 | 5812 | 2926 | 2904 | 4666 | 5226 | 5190 | 3048 | 1697 | 951 | ..... | 949 | 153 | 43 |
| Hants | 145 | 1788 | 4388 | 4339 | 1531 | 1928 | 1707 | 4016 | 4319 | 2780 | 1073 | 910 | 154 | 826 | 365 | 111 |
| Inverness | 63 | 609 | 4639 | 4315 | 982 | 737 | 142 | 3447 | 3267 | 1185 | 397 | 596 | 36 | 202 | 136 | 1 |
| Kings | 182 | 811 | 4380 | 4454 | 962 | 2818 | 1103 | 4249 | 4345 | 2178 | 964 | 1185 | 63 | 629 | 449 | 29 |
| Lunenburg | 82 | 3760 | 5761 | 5662 | 2324 | 2029 | 1537 | 5210 | 5314 | 2027 | 716 | 881 | 178 | 354 | 199 | 6 |
| Pictou | 149 | 3787 | 6547 | 6338 | 3834 | 3534 | 2336 | 5393 | 6319 | 4503 | 1842 | 1464 | 277 | 1133 | 663 | 103 |
| Queens | 13 | 406 | 1492 | 1979 | 617 | 904 | 442 | 1683 | 1926 | 872 | 272 | 494 | 196 | 150 | 124 | 10 |
| Richmond | 4 | 238 | 2060 | 2005 | 560 | 409 | 47 | 1655 | 1498 | 599 | 269 | 240 | 110 | 240 | 48 | 1 |
| Shelburne | ..... | 834 | 2966 | 2946 | 879 | 1137 | 1677 | 2742 | 2848 | 1365 | 414 | 534 | 68 | 624 | 157 | 59 |
| Victoria | 15 | 527 | 1919 | 1899 | 368 | 396 | 151 | 1570 | 1623 | 595 | 207 | 391 | 54 | 178 | 53 | 47 |
| Yarmouth | ..... | 1754 | 3569 | 4463 | 1635 | 2001 | 2344 | 4242 | 4402 | 1939 | 896 | 671 | 105 | 1080 | 307 | 54 |
| Total, 1885 | 1955 | 29168 | 77966 | 77928 | 28392 | 31415 | 29311 | 70181 | 72711 | 36725 | 15089 | 14375 | 2364 | 11154 | 5150 | 844 |
| " 1884 | 2869 | 28312 | 78102 | 76431 | 28315 | 29649 | 27393 | 68424 | 71020 | 34582 | 12583 | 15065 | 1828 | 11089 | 4805 | 1468 |
| Increase | ..... | 851 | ..... | 1497 | 77 | 1766 | 1918 | 1757 | 1691 | 2193 | 2507 | ..... | 536 | 65 | 345 | ..... |
| Decrease | 914 | | 136 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 690 | ..... | ..... | ..... | 624 |

## TABLE VI.—WINTER TERM (CONTINUED).

| COUNTY. | Latin. | Algebra. | Geometry. | Navigation. | Practical Mathematics. | Natural Philosophy. | French. | Physiology. | Greek. | No. of Schools holding Public Examination at close of Term. | No. closing without a Public Examination. | Prizes. No. Prizes given to Pupils. | Prizes. Value of Prizes given. | Record of Visitation. No. of Visits by Trustees and Secretary. | Record of Visitation. By Inspector. | Record of Visitation. By other Visitors. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 35 | 236 | 283 | 15 | 8 | 88 | 10 | 27 | 4 | 57 | 46 | 45 | $ 27 55 | 359 | 101 | 1068 |
| Antigonish | 5 | 194 | 182 | 2 | 4 | ... | 70 | 46 | ... | 70 | 5 | 65 | 53 00 | 417 | 4 | 1017 |
| Cape Breton | 42 | 523 | 334 | 41 | 51 | 72 | 36 | 8 | 8 | 115 | 26 | 103 | 29 05 | 837 | 89 | 1775 |
| Colchester | 53 | 560 | 346 | 3 | 6 | 46 | 1 | 132 | 8 | 116 | 11 | 94 | 75 40 | 470 | 34 | 1661 |
| Cumberland | 56 | 265 | 225 | 17 | 13 | 40 | 13 | 34 | 6 | 116 | 28 | 76 | 52 90 | 565 | 78 | 1511 |
| Digby | 26 | 187 | 108 | 14 | 68 | 30 | 1055 | 59 | 5 | 43 | 39 | 41 | 22 90 | 338 | 78 | 774 |
| Guysboro' | 24 | 225 | 155 | 16 | 13 | 9 | ..... | 9 | 1 | 63 | 10 | 94 | 47 70 | 353 | ..... | 1166 |
| Halifax | 31 | 319 | 262 | 10 | 8 | 97 | 17 | 49 | 4 | 98 | 16 | 91 | 28 00 | 406 | 117 | 1029 |
| " City | 92 | 534 | 590 | 1 | 8 | 96 | 66 | 147 | ... | 100 | ..... | ..... | ..... | 271 | 105 | 899 |
| Hants | 32 | 393 | 348 | 9 | 9 | 18 | 10 | 216 | 2 | 94 | 10 | 80 | 37 80 | 342 | 100 | 1221 |
| Inverness | 28 | 236 | 116 | 3 | 6 | 5 | 570 | ..... | 1 | 118 | 12 | ..... | ..... | 168 | 84 | 1967 |
| Kings | 70 | 368 | 376 | 10 | 16 | 19 | ..... | 100 | 11 | 97 | 10 | 64 | 48 57 | 370 | 106 | 1211 |
| Lunenburg | 17 | 258 | 166 | 20 | 12 | 6 | 1 | ..... | 1 | 9 | 130 | 80 | 17 19 | 537 | 130 | 2514 |
| Pictou | 257 | 941 | 756 | 42 | 88 | 157 | 131 | 161 | 79 | 147 | 9 | 200 | 117 85 | 758 | 109 | 2622 |
| Queens | 53 | 207 | 84 | 8 | 8 | 2 | ..... | 7 | 7 | 49 | 2 | 17 | 7 05 | 183 | 48 | 424 |
| Richmond | 7 | 86 | 45 | 4 | 6 | 5 | 340 | ..... | ... | 53 | 10 | 23 | 15 45 | 518 | 55 | 893 |
| Shelburne | 33 | 195 | 160 | 13 | 20 | 55 | 6 | 10 | 3 | 49 | 3 | 47 | 14 65 | 239 | 74 | 861 |
| Victoria | 47 | 119 | 106 | 8 | 3 | 8 | 8 | 5 | 5 | 53 | 8 | ..... | ..... | 400 | 34 | 848 |
| Yarmouth | 25 | 269 | 143 | 11 | 10 | 58 | 762 | ..... | 4 | 57 | 9 | 134 | 42 97 | 367 | 104 | 1354 |
| Total, 1885 | 933 | 6085 | 4785 | 247 | 357 | 731 | 31[illegible]2 | 1010 | 149 | 1504 | 384 | 1254 | 637 53 | 7898 | 1450 | 24815 |
| " 1884 | 1067 | 5458 | 4222 | 238 | 290 | 842 | 2857 | 1167 | 116 | 1599 | 239 | 1541 | 583 20 | 9624 | 1624 | 25196 |
| Increase | ..... | 627 | 563 | 9 | 67 | ..... | 245 | ..... | 33 | ..... | 145 | 287 | 54 33 | ..... | ..... | ..... |
| Decrease | 134 | ..... | ..... | ..... | ..... | 111 | ..... | 157 | ..... | 95 | ..... | ..... | ..... | 1726 | 174 | 381 |

## TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.

*Number of Pupils receiving Instruction in the various Branches. Record of Visitation.*

| COUNTY. | Music. | | | | Geography. | | | | | | History. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Theory. | By Rote. | Reading. | Spelling. | Nova Scotia. | General. | Drawing. | Writing. | Arithmetic. | Grammar and Analysis. | Canadian. | British. | General. | Composition. | Book-keeping. | Chemistry. |
| Annapolis | 96 | 760 | 3849 | 3749 | 1016 | 1582 | 2303 | 3398 | 3393 | 1565 | 890 | 748 | 20 | 485 | 229 | 76 |
| Antigonish | 135 | 274 | 3344 | 3168 | 969 | 746 | 260 | 2465 | 2494 | 888 | 372 | 390 | 183 | 273 | 92 | 7 |
| Cape Breton | 57 | 1612 | 6229 | 6102 | 2394 | 1717 | 355 | 4944 | 5230 | 1772 | 926 | 697 | 249 | 662 | 186 | 66 |
| Colchester | 295 | 3199 | 5609 | 5526 | 1768 | 2211 | 3630 | 5012 | 5424 | 2977 | 1387 | 831 | 229 | 979 | 314 | 95 |
| Cumberland | 80 | 1424 | 6140 | 6082 | 1570 | 1892 | 3523 | 5575 | 5893 | 2379 | 1241 | 819 | 206 | 663 | 297 | 144 |
| Digby | 22 | 972 | 4034 | 3875 | 1617 | 1445 | 2590 | 3554 | 3642 | 1588 | 556 | 589 | 21 | 492 | 144 | 76 |
| Guysboro' | 148 | 777 | 3242 | 3143 | 1238 | 942 | 755 | 2655 | 2743 | 988 | 373 | 521 | 211 | 236 | 80 | 9 |
| Halifax | 425 | 4126 | 5268 | 5017 | 2664 | 1863 | 2264 | 4078 | 5261 | 2134 | 993 | 882 | 101 | 625 | 221 | 45 |
| " City | 130 | 3474 | 5467 | 5447 | 3136 | 2570 | 5026 | 5375 | 5450 | 1871 | 833 | 152 | ..... | 1067 | 124 | 174 |
| Hants | 131 | 2007 | 4949 | 4821 | 1784 | 1900 | 1898 | 4463 | 4767 | 2612 | 1095 | 1029 | 143 | 634 | 260 | 88 |
| Inverness | 75 | 557 | 5805 | 4963 | 1066 | 825 | 210 | 3725 | 3308 | 1192 | 439 | 568 | 86 | 393 | 45 | 77 |
| Kings | 103 | 1170 | 4450 | 4408 | 1066 | 2094 | 1452 | 3826 | 4192 | 1849 | 813 | 919 | 39 | 535 | 34 | 28 |
| Lunenburg | 7 | 3402 | 5010 | 4880 | 1893 | 1281 | 1945 | 4251 | 4409 | 1675 | 539 | 704 | 237 | 280 | 106 | 15 |
| Pictou | 190 | 4216 | 7139 | 6901 | 3801 | 3217 | 2721 | 5534 | 6423 | 4393 | 2138 | 1358 | 141 | 1376 | 520 | 229 |
| Queens | ..... | 512 | 2020 | 2001 | 503 | 830 | 634 | 1635 | 1924 | 858 | 276 | 490 | 184 | 179 | 123 | 9 |
| Richmond | 99 | 234 | 2262 | 2162 | 558 | 424 | 88 | 1653 | 1574 | 624 | 235 | 227 | 110 | 241 | 41 | 1 |
| Shelburne | ..... | 1082 | 3061 | 3026 | 1052 | 897 | 1500 | 2712 | 2825 | 1205 | 463 | 548 | 96 | 386 | 61 | 47 |
| Victoria | 38 | 670 | 2319 | 2217 | 431 | 451 | 69 | 1813 | 1753 | 608 | 215 | 398 | 66 | 154 | 33 | ..... |
| Yarmouth | 114 | 1786 | 4101 | 4113 | 1582 | 1664 | 2246 | 3745 | 4069 | 1651 | 619 | 468 | 248 | 1100 | 123 | 24 |
| Total, 1885 | 2145 | 32254 | 83808 | 81596 | 30103 | 28551 | 33474 | 70408 | 74774 | 32829 | 14393 | 12338 | 2570 | 10663 | 3038 | 1210 |
| " 1884 | 1934 | 31185 | 81300 | 79095 | 28797 | 26894 | 30914 | 67760 | 71832 | 34034 | 12131 | 12934 | 1594 | 9938 | 2818 | 867 |
| Increase | 211 | 1069 | 2508 | 2501 | 1306 | 1657 | 2560 | 2648 | 2942 | ..... | 2262 | ..... | 976 | 725 | 215 | 343 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1205 | ..... | 596 | ..... | ..... | ..... | ..... |

## TABLE VI.—SUMMER TERM (CONTINUED).

| COUNTY. | Latin. | Algebra. | Geometry. | Navigation. | Practical Mathematics. | Natural Philosophy. | French. | Physiology. | Greek. | No. of Schools holding Public Examination at close of term. | No. closing without a Public Examination. | Prizes. No. Prizes given to Pupils. | Prizes. Value of Prizes given. | Record of Visitation. No. of Visits by Trustees and Secretary. | Record of Visitation. By Inspector. | Record of Visitation. By other Visitors. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 37 | 225 | 222 | 6 | 9 | 12 | 17 | 54 | 4 | 64 | 49 | 60 | $ 27 38 | 250 | 96 | 1135 |
| Antigonish | 8 | 203 | 154 | 4 | 16 | 4 | 74 | 3 | ..... | 79 | 10 | 35 | 23 65 | 474 | 78 | 1085 |
| Cape Breton | 25 | 529 | 335 | 17 | 28 | 58 | 24 | 58 | 7 | 92 | 57 | 35 | 10 50 | 772 | 106 | 1245 |
| Colchester | 51 | 519 | 325 | 11 | 17 | 46 | 7 | 167 | 9 | 107 | 25 | 254 | 96 25 | 387 | 121 | 1657 |
| Cumberland | 42 | 326 | 245 | 10 | 20 | 10 | 35 | 385 | ..... | 136 | 21 | 91 | 28 74 | 424 | 124 | 1483 |
| Digby | 24 | 203 | 102 | 9 | 8 | 6 | 1313 | 88 | 9 | 56 | 31 | 49 | 28 15 | 259 | 61 | 931 |
| Guysboro' | 57 | 226 | 127 | 15 | 10 | 3 | 15 | 6 | ..... | 75 | 10 | 76 | 24 25 | 329 | 87 | 1426 |
| Halifax | 49 | 363 | 220 | 2 | 4 | 51 | 16 | 82 | 3 | 119 | 8 | 61 | 32 08 | 361 | 124 | 1301 |
| " City | 103 | 413 | 486 | 8 | 9 | 106 | 53 | 172 | ..... | 102 | ..... | ..... | ..... | 415 | 99 | 928 |
| Hants | 63 | 400 | 330 | 5 | 14 | 5 | 8 | 76 | ..... | 113 | 5 | 77 | 43 75 | 305 | 118 | 1409 |
| Inverness | 22 | 238 | 112 | 3 | 1 | 1 | 604 | 1 | 1 | 120 | 31 | ..... | ..... | 842 | 60 | 2177 |
| Kings | 68 | 365 | 289 | ..... | 9 | ..... | 26 | 108 | 7 | 105 | 6 | 61 | 26 15 | 238 | 109 | 1153 |
| Lunenburg | 30 | 256 | 141 | 1 | 5 | 11 | ..... | ..... | ..... | 121 | 8 | 36 | 10 61 | 312 | 122 | 2139 |
| Pictou | 206 | 908 | 634 | 60 | 64 | 159 | 126 | 82 | 63 | 159 | 7 | 268 | 144 10 | 538 | 151 | 2908 |
| Queens | 17 | 183 | 97 | 6 | 6 | 6 | 6 | 10 | 1 | 53 | 2 | 15 | 6 45 | 162 | 57 | 498 |
| Richmond | 3 | 100 | 46 | 2 | 3 | 4 | 368 | ..... | ..... | 53 | 13 | 22 | 2 00 | 360 | 51 | 692 |
| Shelburne | 26 | 197 | 142 | 4 | 16 | 16 | 3 | 4 | 3 | 60 | 1 | 45 | 18 00 | 158 | 75 | 779 |
| Victoria | 16 | 134 | 93 | 1 | 5 | ..... | 5 | ..... | 4 | 55 | 18 | ..... | ..... | 378 | 58 | 1102 |
| Yarmouth | 29 | 226 | 155 | 9 | 12 | 76 | 745 | 192 | 6 | 54 | 7 | 57 | 25 85 | 228 | 91 | 1454 |
| Total, 1885 | 876 | 6014 | 4255 | 173 | 256 | 574 | 3445 | 1488 | 117 | 1723 | 304 | 1242 | 547 41 | 7192 | 1788 | 25402 |
| " 1884 | 718 | 5190 | 3797 | 85 | 251 | 626 | 3258 | 1152 | 121 | 1666 | 325 | 1213 | 493 41 | 6851 | 1805 | 24095 |
| Increase | 158 | 824 | 458 | 88 | 5 | ..... | 187 | 336 | ..... | 57 | ..... | 29 | 54 00 | 341 | ..... | 1307 |
| Decrease | ..... | ..... | ..... | ..... | ..... | 52 | ..... | ..... | 4 | ..... | 21 | ..... | ..... | ..... | 17 | ..... |

## TABLE VII.—PUBLIC SCHOOLS: TIME IN SESSION.

| COUNTY. | Winter Term. | | | | | | | Summer Term. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of Schools open this Term. | No. in Session less than 80 days during this Term. | No. in Session 80 days or upwards, but less than 100. | Total No. in Session less than 100 days | No. in Session 100 days or upwards, but less than full Term. | No. in Session the full Term. | Average No. of days all Schools were in Session. | No. of Schools open this Term. | No. in Session less than 80 days during this Term. | No. in Session 80 days or upwards, but less than 100. | Total No. in Session less than 100 days. | No. in Session 100 days or upwards, but less than full Term | No. in Session the full Term. | Average No. of days all Schools were in Session. |
| Annapolis | 103 | 1 | 4 | 5 | 34 | 64 | 113.7 | 113 | 6 | 5 | 11 | 37 | 65 | 104.8 |
| Antigonish | 75 | 1 | 5 | 6 | 24 | 45 | 114.2 | 84 | ... | 9 | 9 | 23 | 52 | 108.1 |
| Cape Breton | 141 | 5 | 7 | 12 | 52 | 77 | 111.8 | 149 | 10 | 14 | 24 | 41 | 84 | 103.1 |
| Colchester | 127 | 4 | 12 | 16 | 44 | 67 | 110.5 | 132 | 4 | 9 | 13 | 55 | 64 | 104.6 |
| Cumberland | 144 | 8 | 7 | 15 | 61 | 68 | 110. | 157 | 4 | 15 | 19 | 53 | 85 | 105.7 |
| Digby | 82 | ... | 7 | 7 | 39 | 36 | 112.2 | 87 | 3 | 1 | 4 | 42 | 41 | 106.1 |
| Guysboro' | 73 | 8 | 5 | 18 | 25 | 35 | 104.1 | 85 | 2 | 17 | 19 | 25 | 41 | 102.4 |
| Halifax | 114 | 5 | 8 | 13 | 49 | 52 | 104. | 122 | 4 | 19 | 23 | 52 | 47 | 102. |
| " City | 100 | ... | ... | ... | 43 | 57 | 113. | 102 | 4 | 98 | 102 | ... | ... | 91. |
| Hants | 103 | 5 | 4 | 9 | 33 | 61 | 112.3 | 118 | 3 | 19 | 22 | 38 | 58 | 103.7 |
| Inverness | 133 | 8 | 14 | 22 | 40 | 71 | 109.6 | 151 | 12 | 17 | 29 | 40 | 82 | 103. |
| Kings | 107 | 6 | 24 | 30 | 30 | 47 | 107.3 | 111 | 7 | 22 | 29 | 38 | 44 | 101.6 |
| Lunenburg | 139 | 6 | 14 | 20 | 56 | 63 | 109.8 | 129 | 3 | 11 | 14 | 45 | 70 | 104.9 |
| Pictou | 156 | 6 | 2 | 8 | 54 | 94 | 113. | 166 | 8 | 19 | 27 | 56 | 83 | 103.6 |
| Queens | 51 | 1 | 2 | 3 | 22 | 26 | 113.1 | 55 | 2 | 4 | 6 | 23 | 26 | 104.9 |
| Richmond | 63 | 3 | 4 | 7 | 13 | 43 | 111. | 66 | 1 | 1 | 2 | 17 | 47 | 106 5 |
| Shelburne | 69 | 3 | 5 | 8 | 39 | 22 | 109 7 | 75 | 3 | 14 | 17 | 48 | 10 | 102 8 |
| Victoria | 65 | 6 | 8 | 14 | 27 | 24 | 105 8 | 72 | 9 | 6 | 15 | 18 | 39 | 99.1 |
| Yarmouth | 97 | 2 | 2 | 4 | 73 | 20 | 112.3 | 91 | 1 | 24 | 25 | 48 | 18 | 104.3 |
| Total, 1885 | 1942 | 78 | 134 | 212 | 758 | 972 | 110.4 | 2065 | 86 | 324 | 410 | 699 | 956 | 103.2 |
| " 1884 | 1889 | 80 | 121 | 201 | 871 | 817 | 111.3 | 2014 | 129 | 223 | 352 | 835 | 827 | 104.2 |
| Increase | 53 | ..... | 13 | 11 | ..... | 155 | ..... | 51 | ..... | 101 | 58 | ..... | 129 | ..... |
| Decrease | ..... | 2 | ..... | ..... | 113 | ..... | .9 | ..... | 43 | ..... | ..... | 136 | ..... | 1. |

## TABLE VIII.—COMPARATIVE STATEMENT OF EXPENDITURE OF GOVERNMENT GRANTS TO COMMON SCHOOLS, AND OF SECTIONAL ASSESSMENT.

| COUNTY. | Population. | GOVERNMENT GRANTS. Winter Term. No. Schools in Session. | No. of Pupils registered. | Sum of Government Grants | Cost to Government per Pupil. | Summer Term. No. Schools in Session. | No. of Pupils registered. | Sum of Government Grants. | Cost to Government per Pupil. | Amount voted at last Annual Meeting for School purposes, exclusive of Building & Repairs. | Amount voted for Building and Repairs. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Annapolis | 26598 | 103 | 3956 | $ 4519 90 | $ 1 14 | 113 | 3929 | 4795 80 | $ 1 22 | $ 12226 00 | $ 2726 00 |
| Antigonish | 18060 | 75 | 2982 | 3244 91 | 1 08 | 84 | 3647 | 3604 23 | 98 | 8374 00 | 846 00 |
| Cape Breton | 31258 | 141 | 6096 | 5725 91 | 93 | 149 | 6508 | 5808 53 | 89 | 15591 00 | 3760 50 |
| Colchester | 26720 | 127 | 5171 | 5218 83 | 1 00 | 132 | 5619 | 5415 91 | 96 | 15274 00 | 3040 00 |
| Cumberland | 27368 | 144 | 5565 | 5527 42 | 99 | 157 | 6216 | 6214 94 | 99 | 18450 00 | 3500 00 |
| Digby | 19881 | 82 | 3838 | 3159 11 | 82 | 87 | 4176 | 3393 88 | 81 | 8497 00 | 2146 25 |
| Guysboro' | 17808 | 73 | 3160 | 2618 73 | 82 | 85 | 3428 | 3005 15 | 88 | 8705 00 | 1603 00 |
| Halifax | 31817 | 114 | 4968 | 4600 69 | 92 | 122 | 5316 | 4942 17 | 92 | 18975 00 | 1750 00 |
| " City | 36100 | 100 | 5324 | 4927 36 | 92 | 102 | 5492 | 5000 34 | 91 | 67260 00 | 2200 00 |
| Hants | 23359 | 103 | 4444 | 4339 65 | 97 | 118 | 5032 | 4809 79 | 95 | 16622 00 | 6854 00 |
| Inverness | 25651 | 133 | 4923 | 5028 65 | 1 02 | 151 | 5741 | 5607 81 | 98 | 11733 00 | 3747 00 |
| Kings | 23469 | 107 | 4553 | 4444 83 | 97 | 111 | 4580 | 4343 63 | 94 | 13786 00 | 2558 00 |
| Lunenburg | 28583 | 139 | 5933 | 4946 33 | 83 | 129 | 5245 | 4686 54 | 89 | 12165 00 | 2950 00 |
| Pictou | 35535 | 156 | 6718 | 6732 95 | 1 00 | 166 | 7287 | 6864 32 | 94 | 17389 00 | 3054 00 |
| Queens | 10577 | 51 | 2041 | 2053 08 | 1 00 | 55 | 2088 | 2190 81 | 1 04 | 4963 00 | 680 00 |
| Richmond | 15121 | 63 | 2178 | 2402 48 | 1 01 | 66 | 2490 | 2523 43 | 1 01 | 4084 00 | 420 00 |
| Shelburne | 14913 | 69 | 3025 | 2659 22 | 87 | 75 | 3135 | 2796 98 | 89 | 8848 00 | 1812 00 |
| Victoria | 12470 | 65 | 1975 | 2152 30 | 1 09 | 72 | 2424 | 2421 97 | 99 | 5946 00 | 1664 00 |
| Yarmouth | 21284 | 97 | 4622 | 4095 58 | 88 | 91 | 4225 | 3689 41 | 87 | 18965 00 | 880 00 |
| Total, 1885 | 440572 | 1942 | 81472 | 78397 93 | $ 0 96 | 2065 | 86578 | 82115 62 | 94 | 287853 00 | $46190 75 |
| " 1884 | 440572 | 1889 | 80041 | 75610 33 | 0 94 | 2014 | 84266 | 78083 67 | 92 | 276126 82 | 38045 55 |
| Increase | ..... | 53 | 1431 | $2787 60 | $ 0 02 | 51 | 2312 | 4031 95 | 02 | 11726 18 | 8145 20 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE IX.—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, JULY, 1885.

| STATIONS. | Male Candidates. | Female Candidates. | Total Candidates. | A. | | | | | Male B. | | | | | Female B. | | | | | Male C. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Candidates for Grade A. | Received Grade A. | Received Grade B. | Received Grade C. | Failed. | Candidates for Grade B. | Received Grade B. | Received Grade C. | Received Grade D. | Failed. | Candidates for Grade B. | Received Grade B. | Received Grade C. | Received Grade D. | Failed. | Candidates for Grade C. | Received Grade C. | Received Grade D. | Failed. |
| Amherst | 17 | 45 | 62 | ..... | ..... | ..... | ..... | ..... | 6 | 2 | 4 | ..... | ..... | 5 | 1 | 1 | 3 | ..... | 5 | 3 | 1 | 1 |
| Antigonish | 35 | 59 | 94 | 2 | 1 | 1 | ..... | ..... | 4 | 3 | 1 | ..... | ..... | 3 | 1 | 1 | 1 | ..... | 17 | 5 | 5 | 7 |
| Arichat | 10 | 21 | 31 | ..... | ..... | ..... | ..... | ..... | 2 | 2 | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 5 | 3 | 1 | 1 |
| Baddeck | 15 | 18 | 33 | ..... | ..... | ..... | ..... | ..... | 2 | 2 | ..... | ..... | ..... | 1 | ..... | ..... | 1 | ..... | 3 | 1 | 2 | ..... |
| Barrington | 6 | 20 | 26 | ..... | ..... | ..... | ..... | ..... | 3 | 1 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 3 | ..... | ..... |
| Bridgetown | 13 | 48 | 61 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... | 2 | 1 | ..... | 13 | 3 | 5 | 5 |
| Clare | 1 | 24 | 25 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 1 | 2 | ..... | ..... | 1 | 1 | ..... | ..... |
| Digby | 3 | 23 | 26 | ..... | ..... | ..... | ..... | ..... | 3 | 3 | ..... | ..... | ..... | 4 | 1 | 1 | 2 | ..... | ..... | ..... | ..... | ..... |
| Guysboro' | 5 | 18 | 23 | ..... | ..... | ..... | ..... | ..... | 3 | ..... | 2 | 1 | ..... | 1 | 1 | ..... | ..... | ..... | 2 | 1 | 1 | ..... |
| Halifax | 11 | 99 | 110 | 1 | 1 | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 15 | 4 | 9 | 2 | ..... | 7 | 4 | 1 | 2 |
| Kentville | 27 | 68 | 95 | 2 | ..... | 1 | ..... | 1 | 4 | 2 | ..... | 2 | ..... | 3 | 1 | ..... | ..... | 2 | 19 | 7 | 7 | 5 |
| Liverpool | 6 | 44 | 50 | ..... | ..... | ..... | ..... | ..... | 4 | ..... | 2 | 2 | ..... | 3 | .. | 1 | 2 | ..... | 2 | ..... | ..... | 2 |
| Lunenburg | 4 | 66 | 70 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 1 | 1 | 1 | ..... | 2 | 1 | 1 | ..... |
| Margaree Forks | 33 | 15 | 48 | ..... | ..... | ..... | ..... | ..... | 2 | 1 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 12 | 6 | 3 | 3 |
| New Glasgow | 9 | 37 | 46 | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 1 | ..... | 1 | 1 | ..... | ..... | ..... | 6 | 4 | 1 | 1 |
| Normal School | 32 | 131 | 163 | ..... | ..... | ..... | ..... | ..... | 7 | 4 | 3 | ..... | ..... | 34 | 31 | 3 | ..... | ..... | 19 | 16 | 2 | 1 |
| Pictou | 31 | 47 | 78 | 5 | 4 | ..... | ..... | 1 | 17 | 8 | 6 | 3 | ..... | 2 | 2 | ..... | ..... | ..... | 6 | 1 | 2 | 3 |
| Port Hood | 45 | 40 | 85 | 2 | 1 | ..... | 1 | ..... | 5 | 1 | 2 | ..... | 2 | ..... | ..... | ..... | ..... | ..... | 21 | 3 | 6 | 12 |
| Shelburne | 3 | 15 | 18 | ..... | ..... | ..... | ..... | ..... | 2 | 1 | 1 | ..... | ..... | 2 | 1 | ..... | ..... | 1 | 1 | ..... | 1 | ..... |
| Sherbrooke | 7 | 25 | 32 | ..... | ..... | ..... | ..... | ..... | 2 | 2 | ..... | ..... | ..... | 3 | 3 | ..... | ..... | ..... | 5 | 3 | 1 | 1 |
| Sydney | 51 | 63 | 114 | 1 | 1 | ..... | ..... | ..... | 9 | 1 | 7 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 20 | 5 | 6 | 9 |
| Tatamagouche | 5 | 80 | 35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 2 | ..... | 2 |
| Truro | 8 | 73 | 81 | ..... | ..... | ..... | ..... | ..... | 3 | ..... | 2 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 3 | 1 | ..... |
| Windsor | 2 | 50 | 52 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 2 | ..... | ..... | ..... | 2 | 2 | ..... | ..... |
| Yarmouth | 1 | 26 | 27 | ..... | ..... | ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total 1885 | 380 | 1105 | 1485 | 13 | 8 | 2 | 1 | 2 | 81 | 35 | 32 | 12 | 2 | 89 | 52 | 21 | 13 | 3 | 179 | 77 | 47 | 55 |
| " 1884 | 320 | 904 | 1224 | 8 | 4 | 3 | 1 | ..... | 75 | 37 | 28 | 10 | ..... | 53 | 28 | 18 | 7 | ..... | 144 | 46 | 50 | 48 |
| Increase | 60 | 201 | 261 | 5 | 4 | ..... | ..... | 2 | 6 | ..... | 4 | 2 | 2 | 36 | 24 | 3 | 6 | 3 | 35 | 31 | ..... | 7 |
| Decrease | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... |

## TABLE IX.—(Continued)—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, JULY, 1885.

| STATIONS. | Female C. | | | | Male D. | | | Female D. | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Candidates for Grade C. | Received Grade C. | Received Grade D. | Failed. | Candidates for Grade D. | Received Grade D. | Failed. | Candidates for Grade D. | Received Grade D. | Failed. | Total received Grade A. | Total received Grade B. | Total received Grade C. | Total received Grade D. | Total received Licenses | No received higher Grade than held before. | No. received same Grade as held before. | No. received lower Grade than held before. | New applicants received License. | No. rec'd Grade applied for. | No. rec lower Grade than applied for. | No. Failed. |
| Amherst | 27 | 3 | 10 | 14 | 6 | 3 | 3 | 13 | 2 | 11 | ..... | 3 | 11 | 19 | 33 | 6 | 8 | 1 | 18 | 14 | 19 | 29 |
| Antigonish | 25 | 7 | 6 | 12 | 12 | 3 | 9 | 31 | 6 | 25 | 1 | 5 | 14 | 21 | 41 | 13 | 6 | 1 | 21 | 26 | 15 | 53 |
| Arichat | 8 | 3 | 4 | 1 | 3 | 2 | 1 | 12 | 9 | 3 | ..... | 3 | 6 | 16 | 25 | 5 | 2 | ..... | 18 | 20 | 5 | 6 |
| Baddeck | 4 | 3 | 1 | ..... | 10 | 3 | 7 | 13 | 3 | 10 | ..... | 2 | 4 | 10 | 16 | 5 | 2 | 1 | 8 | 12 | 4 | 17 |
| Barrington | 5 | 3 | 1 | 1 | ..... | ..... | ..... | 15 | 5 | 10 | ..... | 1 | 8 | 6 | 15 | 2 | 3 | ..... | 10 | 12 | 3 | 11 |
| Bridgetown | 31 | 13 | 9 | 9 | ..... | ..... | ..... | 14 | 7 | 7 | ..... | ..... | 18 | 22 | 40 | 8 | 6 | 1 | 25 | 23 | 17 | 21 |
| Clare | 9 | 2 | 3 | 4 | ..... | ..... | ..... | 12 | 3 | 9 | ..... | 1 | 5 | 6 | 12 | 3 | 3 | ..... | 6 | 7 | 5 | 13 |
| Digby | 7 | 3 | 2 | 2 | ..... | ..... | ..... | 12 | 5 | 7 | ..... | 4 | 4 | 9 | 17 | 5 | 2 | 1 | 9 | 13 | 4 | 9 |
| Guysboro' | 8 | 2 | 5 | 1 | ..... | ..... | ..... | 9 | 3 | 6 | ..... | 1 | 5 | 10 | 16 | 4 | 2 | ..... | 10 | 7 | 9 | 7 |
| Halifax | 49 | 17 | 11 | 21 | 2 | ..... | 2 | 35 | 14 | 21 | 1 | 5 | 30 | 28 | 64 | 23 | 10 | 1 | 30 | 41 | 23 | 46 |
| Kentville | 40 | 12 | 10 | 18 | 2 | 1 | 1 | 25 | 9 | 16 | ..... | 4 | 19 | 29 | 52 | 11 | 9 | 1 | 31 | 32 | 20 | 43 |
| Liverpool | 15 | 4 | 8 | 3 | ..... | ..... | ..... | 26 | 10 | 16 | ..... | ..... | 7 | 22 | 29 | 4 | 4 | 2 | 19 | 14 | 15 | 21 |
| Lunenburg | 20 | 6 | 4 | 10 | 2 | 2 | ..... | 43 | 18 | 25 | ..... | 1 | 8 | 26 | 35 | 3 | 2 | 1 | 29 | 28 | 7 | 35 |
| Margaree Forks | 2 | ..... | 1 | 1 | 19 | 12 | 7 | 13 | 6 | 7 | ..... | 1 | 6 | 23 | 30 | 7 | 3 | 1 | 19 | 25 | 5 | 18 |
| New Glasgow | 21 | 7 | 8 | 6 | 2 | ..... | 2 | 15 | 6 | 9 | ..... | 1 | 11 | 16 | 28 | 9 | 4 | 1 | 14 | 18 | 10 | 18 |
| Normal School | 71 | 54 | 11 | 6 | 6 | 3 | 3 | 26 | 17 | 9 | ..... | 35 | 76 | 33 | 144 | 41 | 8 | ..... | 95 | 125 | 19 | 19 |
| Pictou | 34 | 13 | 9 | 12 | 3 | 1 | 2 | 11 | 3 | 8 | 4 | 10 | 20 | 18 | 52 | 21 | 12 | 2 | 17 | 32 | 20 | 26 |
| Port Hood | 14 | 6 | 3 | 5 | 17 | 2 | 15 | 26 | 4 | 22 | 1 | 1 | 12 | 15 | 29 | 6 | 8 | 1 | 14 | 17 | 12 | 56 |
| Shelburne | 9 | 7 | 1 | 1 | ..... | ..... | ..... | 4 | 3 | 1 | ..... | 2 | 8 | 5 | 15 | 6 | ..... | ..... | 9 | 12 | 3 | 3 |
| Sherbrooke | 6 | 3 | ..... | 3 | ..... | ..... | ..... | 16 | 4 | 12 | ..... | 5 | 6 | 5 | 16 | 8 | ..... | ..... | 8 | 15 | 1 | 16 |
| Sydney | 39 | 14 | 11 | 14 | 21 | 4 | 17 | 24 | 6 | 18 | 1 | 1 | 26 | 28 | 56 | 8 | 12 | ..... | 36 | 31 | 25 | 58 |
| Tatamagouche | 7 | 2 | 1 | 4 | 1 | ..... | 1 | 23 | 10 | 13 | ..... | ..... | 4 | 11 | 15 | ..... | 1 | ..... | 14 | 14 | 1 | 20 |
| Truro | 43 | 20 | 13 | 10 | 1 | 1 | ..... | 30 | 14 | 16 | ..... | ..... | 25 | 30 | 55 | 8 | 6 | ..... | 41 | 38 | 17 | 26 |
| Windsor | 31 | 11 | 12 | 8 | ..... | ..... | ..... | 17 | 7 | 10 | ..... | 2 | 13 | 19 | 34 | 6 | 5 | ..... | 23 | 22 | 12 | 18 |
| Yarmouth | 16 | 10 | 3 | 3 | ..... | ..... | ..... | 10 | 5 | 5 | ..... | 1 | 10 | 8 | 19 | 3 | 2 | ..... | 14 | 16 | 3 | 8 |
| Total 1885 | 541 | 225 | 147 | 169 | 107 | 37 | 70 | 475 | 179 | 296 | 8 | 89 | 356 | 435 | 888 | 215 | 120 | 15 | 538 | 614 | 274 | 597 |
| " 1884 | 440 | 183 | 143 | 114 | 93 | 34 | 59 | 411 | 205 | 206 | 4 | 68 | 276 | 449 | 797 | 159 | 108 | 12 | 518 | 539 | 258 | 427 |
| Increase | 101 | 42 | 4 | 55 | 14 | 3 | 11 | 64 | ..... | 90 | 4 | 21 | 80 | ..... | 91 | 56 | 12 | 3 | 20 | 75 | 16 | 170 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 26 | ..... | ..... | ..... | ..... | 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

# TABLE X.

## SPECIAL GOVERNMENT AID TO POOR SECTIONS.

| COUNTY. | Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections. | | TOTAL. |
|---|---|---|---|
| | Winter Term. | Summer Term. | |
| Annapolis | $ 138 41 | $ 161 59 | $ 300 00 |
| Antigonish | 46 40 | 83 84 | 130 24 |
| Cape Breton | 171 52 | 128 48 | 300 00 |
| Colchester | 131 00 | 169 00 | 300 00 |
| Cumberland | 150 00 | 150 00 | 300 00 |
| Digby | 98 77 | 145 99 | 244 76 |
| Guysboro' | 73 91 | 123 38 | 197 29 |
| Halifax | 124 20 | 111 54 | 235 74 |
| Hants | 78 70 | 146 59 | 225 29 |
| Inverness | 66 15 | 67 24 | 133 39 |
| Kings | 123 90 | 176 10 | 300 00 |
| Lunenburg | 110 61 | 102 59 | 213 20 |
| Pictou | 152 04 | 147 96 | 300 00 |
| Queens | 75 15 | 115 30 | 190 45 |
| Richmond | 56 99 | 88 71 | 145 70 |
| Shelburne | 30 29 | 61 76 | 92 05 |
| Victoria | ..... | 10 00 | 10 00 |
| Yarmouth | 99 85 | 92 83 | 192 68 |
| Total, 1885 | $ 1727 89 | $ 2082 90 | $ 3810 79 |
| " 1884 | 1577 01 | 2075 18 | 3652 19 |
| Increase | $ 150 88 | $ 7 72 | $ 158 60 |
| Decrease | ..... | ..... | ..... |

# TABLE XI.

## POOR SECTIONS—SPECIAL COUNTY AID.

| MUNICIPALITIES. | Number of these Sections having Schools. | | Amount of County Assessment paid to these Schools over and above ordinary allowance. | | |
|---|---|---|---|---|---|
| | Winter Term. | Summer Term. | Winter Term. | Summer Term. | TOTAL |
| Annapolis, County of .. | 21 | 27 | $143 44 | $169 27 | $312 71 |
| Antigonish, " .. | 10 | 11 | 82 17 | 81 44 | 163 61 |
| Cape Breton, " .. | 20 | 22 | 136 53 | 146 02 | 282 55 |
| Colchester, " .. | 15 | 20 | 102 85 | 132 11 | 234 96 |
| Cumberland " .. | 23 | 27 | 154 12 | 167 87 | 321 99 |
| Digby, District of..... | 12 | 15 | 86 93 | 105 08 | 192 01 |
| Clare, " ..... | 3 | 6 | 26 71 | 47 54 | 74 25 |
| Guysboro', " ..... | 5 | 7 | 37 70 | 48 46 | 86 16 |
| St. Mary's, " ..... | 4 | 6 | 23 33 | 38 90 | 62 23 |
| Halifax, County of.... | 16 | 15 | 122 95 | 124 37 | 247 32 |
| Hants, District of East.. | 5 | 16 | 30 54 | 64 78 | 95 32 |
| " " West.. | 6 | 11 | 44 07 | 74 96 | 119 03 |
| Inverness, County of .. | 9 | 11 | 67 51 | 74 45 | 141 96 |
| Kings, " .. | 16 | 23 | 114 43 | 173 88 | 288 31 |
| Lunenburg & N. Dublin, | 14 | 10 | 97 81 | 77 25 | 175 06 |
| Chester, District of.... | 5 | 4 | 35 17 | 26 69 | 61 86 |
| Pictou, County of..... | 18 | 24 | 127 93 | 148 37 | 276 30 |
| Queens, " ..... | 9 | 14 | 56 23 | 86 18 | 142 41 |
| Richmond, " ..... | 8 | 10 | 71 17 | 76 28 | 147 45 |
| Shelburne, District of.. | 2 | 2 | 8 32 | 11 98 | 20 30 |
| Barrington, " .. | 2 | 3 | 14 08 | 19 34 | 33 42 |
| Victoria, County of.... | .. | 3 | ..... | 16 00 | 16 00 |
| Yarmouth, District of.. | 7 | 6 | 47 94 | 44 61 | 92 55 |
| Argyle, " .. | 5 | 4 | 36 45 | 30 84 | 67 29 |
| Total, 1885.... | 235 | 291 | 1668 38 | 1986 67 | 3655 05 |
| " 1884.... | 188 | 276 | 1393 43 | 1943 24 | 3336 67 |
| Increase..... | 47 | 15 | 274 95 | 43 43 | 318 38 |
| Decrease..... | .... | ..... | ..... | ..... | ..... |

# TABLE XII.

## APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR WINTER TERM ENDED APRIL 30, 1885.

| MUNICIPALITIES. | Grand Total days' attendance made by all the Pupils. | On account of Teachers employed. | On account of Average attendance of Pupils. | On acc't of Pupils attending Halifax School for Blind. | On acc't of Pupils attending Deaf & Dumb Inst., H'x. | Total Amount Apportioned. | Amount per Pupil in attendance the Full Term. |
|---|---|---|---|---|---|---|---|
| Annapolis. | 250317 | $1324 79 | $1703 66 | 60 00 | ..... | $3088 45 | 79 |
| Antigonish | 160029 | 924 09 | 1754 91 | 30 00 | ..... | 2709 00 | 1 25 |
| Cape Bret'n | 383102 | 1752 15 | 2931 59 | ..... | ..... | 4683 74 | 87 |
| Colchester. | 350599 | 1404 83 | 1899 50 | 30 00 | 150 00 | 3484 33 | 78 |
| Cumberla'd | 326564 | 1787 39 | 2170 50 | 30 00 | 120 00 | 4107 89 | 73 |
| Digby .... | 154172 | 709 72 | 1050 21 | ..... | 54 78 | 1814 71 | 80 |
| Clare..... | 83256 | 326 64 | 805 07 | ..... | 35 22 | 1166 93 | 1 16 |
| Guysboro'. | 115718 | 588 59 | 1268 64 | 43 18 | 21 59 | 1922 00 | 1 27 |
| St. Mary's. | 50946 | 260 46 | 462 31 | 16 82 | 8 41 | 748 00 | 1 03 |
| Halifax Co | 316045 | 1441 83 | 3210 17 | 60 00 | 60 00 | 4772 00 | 1 16 |
| Hants, East | 122307 | 606 97 | 891 87 | 26 58 | 39 87 | 1565 29 | 90 |
| " West | 156026 | 667 50 | 1217 16 | 33 42 | 50 13 | 1968 21 | 89 |
| Inverness. | 249899 | 1573 45 | 2273 55 | ..... | ..... | 3847 00 | 1 06 |
| Kings .... | 278763 | 1296 51 | 2193 49 | 30 00 | ..... | 3520 00 | 90 |
| Lunenburg & N.Dublin | 294773 | 1394 08 | 2052 03 | 49 26 | 24 63 | 3520 00 | 79 |
| Chester... | 53938 | 297 65 | 453 64 | 10 74 | 5 37 | 767 40 | 96 |
| Pictou.... | 449829 | 1956 44 | 3223 56 | 60 00 | 90 00 | 5330 00 | 82 |
| Queens ... | 137837 | 652 27 | 904 28 | ..... | 30 00 | 1586 55 | 75 |
| Richmond. | 127276 | 768 91 | 1407 68 | ..... | 90 00 | 2266 59 | 1 26 |
| Shelburne. | 96081 | 459 18 | 622 57 | 15 55 | 62 20 | 1159 50 | 77 |
| Barrington | 91541 | 361 10 | 644 10 | 14 45 | 57 80 | 1077 45 | 82 |
| Victoria .. | 111735 | 726 40 | 1143 60 | ..... | ..... | 1870 00 | 1 19 |
| Yarmouth. | 174331 | 693 69 | 1033 26 | ..... | ..... | 1726 95 | 69 |
| Argyle ... | 139025 | 516 01 | 949 64 | ..... | ..... | 1465 65 | 79 |
| Total, 1885 | 4674100 | 22490 65 | 36266 99 | 510 00 | 900 00 | 60167 64 | 93 |
| " 1884 | 4702957 | 21635 30 | 38003 10 | 510 00 | ..... | 60148 40 | 1 00 |
| Increase. | ..... | 855 35 | ..... | ..... | 900 00 | 19 24 | ... |
| Decrease. | 28857 | ..... | 1736 11 | ..... | ..... | ..... | 07 |

# TABLE XIII.

## APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR TERM ENDED OCTOBER 31, 1885.

| MUNICIPALITIES | Grand total days' attend'nce made by all the pupils. | On account of Teachers employed. | On account of av'rage attendance of Pupils. | On acc't of Pupils attend'g Half'x Sch'l for Blind. | On acc't of Pupils attend'g Deaf & Dumb Inst., Hx. | Total amount apportioned. | Amount per Pupil in att'nd'nce the Full Term. |
|---|---|---|---|---|---|---|---|
| Annapolis | 248436 | $1468 52 | $1473 23 | $30 00 | $120 00 | $3091 75 | 0 62 |
| Antigonish | 181752 | 1067 08 | 1641 92 | ..... | ..... | 2709 00 | 97 |
| Cape Breton | 361045 | 1831 55 | 2856 49 | ..... | ..... | 4688 04 | 84 |
| Colchester | 351259 | 1511 55 | 1801 65 | 30 00 | 150 00 | 3493 20 | 64 |
| Cumberland | 348336 | 2007 41 | 1947 71 | 30 00 | 120 00 | 4105 12 | 58 |
| Digby | 158881 | 749 10 | 992 79 | ..... | 73 04 | 1814 93 | 70 |
| Clare | 104359 | 383 49 | 736 36 | ..... | 46 96 | 1166 81 | 80 |
| Guysboro' | 125785 | 731 02 | 1126 21 | 43 18 | 21 59 | 1922 00 | 95 |
| St. Mary's | 54052 | 334 10 | 388 67 | 16 82 | 8 41 | 748 00 | 74 |
| Halifax Co. | 828371 | 1541 22 | 3088 39 | 90 00 | 60 00 | 4779 61 | 1 00 |
| Hants East | 140005 | 714 07 | 758 19 | 26 58 | 53 16 | 1552 00 | 58 |
| " West | 164144 | 757 72 | 1093 52 | 33 42 | 66 84 | 1951 50 | 69 |
| Inverness | 267482 | 1820 25 | 2026 75 | ..... | ..... | 3847 00 | 83 |
| Kings | 264538 | 1382 74 | 2137 26 | ..... | ..... | 3520 00 | 85 |
| Lunenburg & New Dublin. | 252885 | 1312 25 | 2158 89 | 49 26 | ..... | 3520 40 | 90 |
| Chester | 48900 | 299 06 | 457 60 | 10 74 | ..... | 767 40 | 1 00 |
| Pictou | 443308 | 2062 24 | 3117 86 | 60 00 | 90 00 | 5330 00 | 72 |
| Queens | 131258 | 710 55 | 846 00 | ..... | 30 00 | 1586 55 | 67 |
| Richmond | 141271 | 853 27 | 1294 24 | ..... | 120 00 | 2267 51 | 97 |
| Shelburne | 109083 | 509 92 | 556 28 | 15 55 | 77 75 | 1159 50 | 57 |
| Barrington | 92057 | 403 70 | 587 05 | 14 45 | 72 25 | 1077 45 | 67 |
| Victoria | 115935 | 830 84 | 1039 16 | ..... | ..... | 1870 00 | 98 |
| Yarmouth | 155566 | 665 37 | 1029 13 | ..... | 32 45 | 1726 95 | 87 |
| Argyle | 114839 | 477 48 | 960 12 | ..... | 27 55 | 1465 65 | 87 |
| Total, 1885 | 4703547 | 24424 90 | 34115 47 | 450 00 | 1170 00 | 60160 37 | 0 79 |
| " 1884 | 4543082 | 23199 41 | 35467 19 | 540 00 | 990 00 | 60196 60 | 87 |
| Increase | 160465 | 1225 49 | ..... | ..... | 180 00 | ..... | ..... |
| Decrease | ..... | ..... | 1351 72 | 90 00 | ..... | 36 23 | 08 |

## TABLE XIV.—EXPENDITURE OF GOVERNMENT FUNDS.—Public Schools, Special Academies, &c.

| County. | Common Schools. Paid to Teachers Winter Term. | Paid to Teachers Summer Term. | Total. | County Academies for the year. | Total assignable to Counties. |
|---|---|---|---|---|---|
| Annapolis | $ 4519 90 | $ 4795 80 | $ 9315 70 | $ 600 00 | $ 9915 70 |
| Antigonish | 3244 91 | 3604 23 | 6849 14 | 600 00 | 7449 14 |
| Cape Breton | 5725 91 | 5808 53 | 11534 44 | 1000 00 | 12534 44 |
| Colchester | 5218 83 | 5415 91 | 10634 74 | ..... | 10634 74 |
| Cumberland | 5527 42 | 6214 94 | 11742 36 | 600 00 | 12342 36 |
| Digby | 3159 11 | 3393 88 | 6552 99 | 600 00 | 7152 99 |
| Guysboro' | 2618 73 | 3005 13 | 5623 86 | 600 00 | 6223 86 |
| Halifax County | 4600 69 | 4942 17 | 9542 86 | ..... | 9542 86 |
| " City | 4925 36 | 5000 34 | 9927 70 | ..... | 9927 70 |
| Hants | 4339 65 | 4809 79 | 9149 44 | 600 00 | 9749 44 |
| Inverness | 5028 65 | 5607 81 | 10636 46 | 600 00 | 11236 46 |
| Kings | 4444 83 | 4343 63 | 8788 46 | 600 00 | 9388 46 |
| Lunenburg | 4946 83 | 4686 54 | 9632 87 | 600 00 | 10232 87 |
| Pictou | 6732 95 | 6864 32 | 13597 27 | ..... | 13597 27 |
| Queens | 2053 08 | 2190 81 | 4243 89 | 600 00 | 4843 89 |
| Richmond | 2402 48 | 2523 43 | 4625 91 | 600 00 | 5525 91 |
| Shelburne | 2669 22 | 2796 98 | 5456 20 | 600 00 | 6056 20 |
| Victoria | 2152 30 | 2421 97 | 4574 27 | 600 00 | 5174 27 |
| Yarmouth | 4095 58 | 3689 41 | 7784 99 | 600 00 | 8384 99 |
| Total 1885 | 78397 93 | 82115 62 | 160513 55 | 9400 00 | 169913 55 |
| " 1884 | 75610 33 | 78083 67 | 153694 00 | 9000 00 | 162694 00 |
| Increase | 2787 60 | 4031 95 | 6819 55 | 400 00 | 7219 55 |
| Decrease | ..... | ..... | ..... | ..... | ..... |

| Other Services, and Total Expenditure for Education. | |
|---|---|
| Inspectors' Salaries | $ 11500 00 |
| " Stationery, Postage, &c. | 500 00 |
| Examination | 772 74 |
| Traveling Expenses, Normal School Pupils | 1304 50 |
| Salaries | 3000 00 |
| Traveling Expenses, Superintendent | 400 00 |
| Office Expenses—(Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, &c.) | 1009 32 |
| Total | $ 18486 56 |
| Last Column | 169913 55 |
| Total for Public Schools, 1885 | $ 188400 11 |
| " " 1884 | 180848 73 |
| Increase | $ 7551 38 |
| Total for Public Schools | $ 188400 11 |
| " Special Academies | 4250 00 |
| Normal and Model Schools | 6538 10 |
| Total Expenditure, 1885 | $ 199188 21 |
| " " 1884 | 191123 58 |
| | $ 8064 63 |

## TABLE XV.—AVERAGE SALARY OF MALE TEACHERS FOR THE SCHOOL YEAR 1884-1885.

FROM RATES PAID DURING TERM ENDED APRIL 30TH, 1885.

| COUNTY. | ANNUAL AVERAGE SALARY TO MALE TEACHERS. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1st Class—Grades A & B | | | 2nd Class—Grade C. | | | 3rd Class—Grade D. | | |
| | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. | Provincial Grant. | From Section. | Total. |
| Annapolis | $120 00 | $305 06 | $425 06 | $ 90 00 | $202 35 | $292 35 | 60 00 | $114 50 | $174 50 |
| Antigonish | 120 00 | 190 00 | 310 00 | 90 00 | 144 00 | 234 00 | 60 00 | 114 00 | 174 00 |
| Cape Breton | 120 00 | 282 74 | 402 74 | 90 00 | 148 60 | 238 60 | 60 00 | 85 00 | 145 00 |
| Colchester | 120 00 | 360 00 | 480 00 | 90 00 | 173 50 | 263 50 | 60 00 | 150 00 | 210 00 |
| Cumberland | 120 00 | 318 00 | 438 00 | 90 00 | 184 00 | 274 00 | 60 00 | 139 00 | 199 00 |
| Digby | 120 00 | 349 62 | 469 62 | 90 00 | 199 44 | 289 44 | 60 00 | 208 57 | 268 57 |
| Guysboro' | 120 00 | 255 00 | 375 00 | 90 00 | 167 00 | 257 00 | 60 00 | 133 00 | 193 00 |
| Halifax County | 120 00 | 340 00 | 460 00 | 90 00 | 240 00 | 330 00 | 60 00 | 170 00 | 230 00 |
| " City | 120 00 | 568 00 | 688 00 | 90 00 | 460 00 | 550 00 | 60 00 | 310 00 | 370 00 |
| Hants | 120 00 | 293 08 | 413 08 | 90 00 | 207 26 | 297 26 | 60 00 | 195 00 | 255 00 |
| Inverness | 120 00 | 200 00 | 320 00 | 90 00 | 144 00 | 234 00 | 60 00 | 110 00 | 170 00 |
| Kings | 120 00 | 304 88 | 424 88 | 90 00 | 209 10 | 299 10 | 60 00 | 125 00 | 185 00 |
| Lunenburg | 120 00 | 256 00 | 376 00 | 90 00 | 159 34 | 249 34 | 60 00 | 111 70 | 171 70 |
| Pictou | 120 00 | 359 04 | 479 04 | 90 00 | 172 80 | 262 80 | 60 00 | 124 00 | 184 00 |
| Queens | 120 00 | 261 66 | 381 66 | 90 00 | 190 00 | 280 00 | 60 00 | 108 00 | 168 00 |
| Richmond | 120 00 | 161 25 | 281 25 | 90 00 | 120 40 | 210 40 | 60 00 | 93 82 | 153 82 |
| Shelburne | 120 00 | 284 28 | 404 28 | 90 00 | 214 74 | 304 74 | 60 00 | 185 86 | 245 86 |
| Victoria | 120 00 | 250 00 | 370 00 | 90 00 | 146 00 | 236 00 | 60 00 | 104 00 | 164 00 |
| Yarmouth | 120 00 | 395 00 | 515 00 | 90 00 | 255 00 | 345 00 | 60 00 | 180 00 | 240 00 |
| Average Salary, 1885 | 120 00 | 301 77 | 421 77 | 90 00 | 196 71 | 286 71 | 60 00 | 145 34 | 205 34 |
| " " 1884 | 120 00 | 303 10 | 423 10 | 90 00 | 197 04 | 287 04 | 60 00 | 152 13 | 212 13 |
| Increase | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Decrease | ..... | 1 33 | 1 33 | ..... | 33 | 33 | ..... | 6 79 | 6 79 |

## TABLE XV.—(Continued)—AVERAGE SALARY OF FEMALE TEACHERS, FOR THE SCHOOL YEAR 1884-5.

From Rates Paid during Term ended 30th April, 1885.

| County. | Annual Average Salary of Female Teachers. 1st Class—Grade B. Provincial Grant. | From Section. | Total. | 2nd Class—Grade C. Provincial Grant. | From Section. | Total. | 3rd Class—Grade D. Provincial Grant. | From Section. | Total. |
|---|---|---|---|---|---|---|---|---|---|
| Annapolis | $ 120 00 | $ 186 67 | $ 306 67 | 90 00 | 123 20 | 213 20 | 60 00 | 91 80 | 151 80 |
| Antigonish | 120 00 | 120 00 | 240 00 | 90 00 | 112 00 | 202 00 | 60 00 | 88 00 | 148 00 |
| Cape Breton | 110 00 | 235 00 | 355 00 | 90 00 | 153 33 | 243 33 | 60 00 | 97 00 | 157 00 |
| Colchester | 120 00 | 214 75 | 334 75 | 90 00 | 146 00 | 236 00 | 60 00 | 99 50 | 159 50 |
| Cumberland | 120 00 | 167 00 | 287 00 | 90 00 | 128 00 | 218 00 | 60 00 | 103 00 | 163 00 |
| Digby | 120 00 | 220 00 | 340 00 | 90 00 | 119 22 | 209 22 | 60 00 | 109 22 | 169 22 |
| Guysboro' | 120 00 | 240 00 | 360 00 | 90 00 | 143 00 | 233 00 | 60 00 | 89 00 | 149 00 |
| Halifax | 120 00 | 211 00 | 331 00 | 90 00 | 171 00 | 261 00 | 60 00 | 101 00 | 161 00 |
| " City | 120 00 | 316 00 | 436 00 | 90 00 | 287 00 | 377 00 | 60 00 | 240 00 | 300 00 |
| Hants | 120 00 | 153 33 | 273 33 | 90 00 | 155 72 | 245 72 | 60 00 | 110 00 | 170 00 |
| Inverness | ..... | ..... | ..... | 90 00 | 150 00 | 240 00 | 60 00 | 120 00 | 180 00 |
| Kings | 120 00 | 193 33 | 313 33 | 90 00 | 154 72 | 244 72 | 60 00 | 103 00 | 163 00 |
| Lunenburg | 120 00 | 150 00 | 270 00 | 90 00 | 132 86 | 222 86 | 60 00 | 110 67 | 170 67 |
| Pictou | 120 00 | 147 40 | 267 40 | 90 00 | 134 50 | 224 50 | 60 00 | 98 25 | 158 25 |
| Queens | ..... | ..... | ..... | 90 00 | 131 37 | 221 37 | 60 00 | 97 41 | 157 41 |
| Richmond | 120 00 | 160 00 | 280 00 | 90 00 | 82 62 | 172 62 | 60 00 | 84 00 | 144 00 |
| Shelburne | 120 00 | 208 32 | 328 32 | 90 00 | 147 17 | 237 17 | 60 00 | 113 32 | 173 32 |
| Victoria | 120 00 | 140 00 | 260 00 | 90 00 | 122 00 | 212 00 | 60 00 | 102 00 | 162 00 |
| Yarmouth | 120 00 | 200 80 | 320 80 | 90 00 | 207 76 | 297 76 | 60 00 | 127 26 | 187 26 |
| Average Salary, 1885 | 120 00 | 191 97 | 311 97 | 90 00 | 147 44 | 237 44 | 60 00 | 109 70 | 169 70 |
| " 1884 | 120 00 | 191 28 | 311 28 | 90 00 | 145 51 | 235 51 | 60 00 | 109 08 | 169 08 |
| Increase | ..... | 0 69 | 0 69 | ..... | 1 93 | 1 93 | ..... | 0 62 | 0 62 |
| Decrease | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

## TABLE XVI.—PUBLIC SCHOOLS: COUNTY ACADEMIES.—(Embodied in the foregoing Tables.)

| ACADEMY. | Salary of Head Master. | No. of Teachers in all Departments of the Academy. | No. of Departments. | In all departments. | | | In the High School only. | | | | | | | | Number Studing the Languages (in all Departments.) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | English. | | | | | Latin. | | | Greek. | | | French. | | |
| | | | | Whole No. of *different* pupils enrolled during the year. | Average No. of Pupils daily present—Winter Term. | Average No. of Pupils daily present—Summer Term. | Whole No. of *different* pupils enrolled during the year. | Average No. of pupils daily present—Winter Term. | Average No. of pupils daily present—Summer Term. | No. of High School pupils belonging to the Section. | No. belonging to the County, outside the Section. | No. not belonging to County. | No. of Males. | No. of Females. | Reading and Elocution. | Spelling. | Grammar and Analysis. | Composition. | Rhetoric. | Rudiments. | Translating authors. | Total studying Latin. | Rudiments. | Translating authors. | Total studying Greek. | Colloquial. | Translating authors. | Total studying French. |
| Annapolis | $750 | 5 | 5 | 245 | 123 | 136 | 34 | 19 | 18 | 29 | 5 | .. | 17 | 17 | 245 | 245 | 157 | 108 | .. | 16 | 4 | 20 | 4 | 2 | 4 | 16 | 4 | 20 |
| Antigonish | ..... | 12 | 12 | 535 | 305 | 277 | 81 | 51 | 39 | 18 | 24 | 39 | 43 | 38 | 425 | 428 | 281 | 127 | 29 | 21 | 30 | 51 | 6 | 5 | 11 | .. | 27 | 58 |
| Cape Breton | 900 | 6 | 6 | 443 | 259 | 273 | 80 | 46 | 34 | 35 | 31 | 14 | 48 | 32 | 385 | 385 | 252 | 209 | 47 | 18 | 16 | 34 | 10 | 7 | 17 | .. | 16 | 16 |
| Cumberland | 900 | 10 | 10 | 513 | 280 | 296 | 46 | 31 | 20 | 28 | 17 | 1 | 19 | 27 | 46 | 46 | 46 | 46 | .. | 16 | 10 | 26 | .. | 5 | 5 | .. | 15 | 15 |
| Digby | 700 | 5 | 5 | 285 | 132 | 147 | 34 | 17 | 17 | 23 | 9 | 2 | 17 | 17 | 285 | 285 | 200 | 200 | 34 | 13 | 8 | 21 | 8 | 1 | 9 | .. | .. | .. |
| Guysboro' | 675 | 3 | 3 | 175 | 81 | 103 | 62 | 33 | 26 | 54 | 8 | .. | 31 | 31 | 175 | 175 | 96 | 79 | 3 | 6 | .. | 6 | .. | 1 | 1 | 10 | .. | 10 |
| Hants | 850 | 8 | 8 | 410 | 265 | 293 | 36 | 24 | 21 | 34 | 2 | .. | 9 | 27 | 307 | 386 | 240 | 136 | .. | 23 | 3 | 26 | .. | .. | .. | .. | .. | .. |
| Inverness | 600 | 3 | 3 | 188 | 89 | 97 | 41 | 25 | 19 | 35 | 4 | 2 | 21 | 20 | 38 | 38 | 36 | 9 | .. | 10 | 3 | 13 | .. | .. | .. | .. | .. | .. |
| Kings | 850 | 4 | 4 | 288 | 147 | 174 | 66 | 28 | 41 | 41 | 25 | .. | 28 | 38 | 213 | 213 | 266 | 57 | .. | 25 | 10 | 35 | .. | 8 | 8 | 26 | .. | 26 |
| Lunenburg | 800 | 9 | 9 | 522 | 273 | 322 | 37 | 24 | 21 | 30 | 7 | .. | 11 | 26 | 37 | 37 | 37 | 37 | .. | 9 | 6 | 15 | .. | .. | .. | .. | .. | .. |
| Queens | 690 | 7 | 7 | 471 | 284 | 304 | 47 | 31 | 29 | 30 | 17 | .. | 18 | 29 | 424 | 365 | 196 | 25 | 25 | 11 | 7 | 18 | 6 | 5 | 11 | 4 | .. | 4 |
| Richmond | 500 | 3 | 3 | 88 | 39 | 41 | 33 | 14 | 9 | 31 | 2 | .. | 33 | .. | 88 | 88 | 64 | 54 | 33 | 7 | 2 | 9 | .. | .. | .. | 19 | 19 | 19 |
| Shelburne | 750 | 5 | 5 | 316 | 158 | 187 | 40 | 30 | 27 | 34 | 6 | .. | 16 | 24 | 276 | 276 | 170 | 41 | 41 | 13 | 4 | 13 | 3 | 3 | 3 | .. | .. | .. |
| Victoria | 625 | 4 | 4 | 153 | 66 | 86 | 31 | 13 | 12 | .. | .. | .. | 15 | 16 | 24 | 24 | 24 | 24 | 24 | .. | .. | 10 | .. | .. | 5 | .. | .. | 8 |
| Yarmouth | 1000 | 9 | 8 | 520 | 244 | 303 | 95 | 36 | 49 | 55 | 36 | 4 | 34 | 61 | 438 | 507 | 282 | 308 | 78 | 13 | 5 | 18 | 3 | 1 | 4 | 36 | 25 | 61 |
| Truro Model Schools | 850 | 13 | 13 | 990 | 611 | 646 | 35 | 17 | 19 | 30 | 5 | .. | 21 | 14 | 990 | 990 | 690 | 313 | .. | 15 | 12 | 27 | 6 | 8 | 14 | 7 | .. | 7 |

## TABLE XVI.—(Continued)—PUBLIC SCHOOLS: COUNTY ACADEMIES.

| ACADEMY. | HEAD MASTER. | IN ALL THE DEPARTMENTS. | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Fine Arts. | | | Mathematics. | | | | | | Geography. | | History. | | | Elements of Natural Science. | | | | | Other Branches. | |
| | | Vocal Music. | Drawing. | Penmanship. | Arithmetic. | Algebra. | Geometry. | Trigonometry. | Navigation. | Surveying. | Modern. | Ancient. | British America. | British. | Universal. | Chemistry. | Botany. | Zoology. | Astronomy. | Total studying Natural Science. | Natural Philosophy. | Keep'g of Accounts. |
| Annapolis | Alexander McRae | .... | 132 | 243 | 245 | 60 | 30 | 3 | 3 | .... | 157 | ..... | 200 | 1 00 | 8 | 34 | 34 | .... | .... | 34 | 5 | 30 |
| Antigonish | N. McNeil, D. D. | 75 | 111 | 395 | 417 | 119 | 108 | 41 | 33 | .... | 236 | ..... | 115 | 145 | 118 | 25 | .... | 50 | 11 | 75 | 32 | 67 |
| Cape Breton | B. McKittrick, B. A. | 275 | 134 | 312 | 443 | 148 | 128 | 25 | 25 | 25 | 213 | 34 | 214 | 184 | 64 | 80 | 67 | 80 | .... | 147 | 80 | 132 |
| Cumberland | E. J. Lay | 204 | 410 | 513 | 513 | 46 | 70 | 11 | 11 | .... | 350 | 26 | 228 | 82 | 36 | 10 | 416 | 8 | .... | 416 | .... | 55 |
| Digby | W. H. Magee | .... | 240 | 285 | 285 | 53 | 33 | 5 | 5 | 5 | 229 | 1 | 110 | 113 | 13 | 34 | 200 | 34 | .... | 268 | 5 | 63 |
| Guysboro' | I. M. Longley, B. A. | 155 | 107 | 169 | 164 | 40 | 30 | 3 | 3 | 3 | 114 | 3 | 79 | 79 | 3 | 3 | 37 | 3 | .... | 40 | 3 | 32 |
| Hants | E. J. Torey, B. A. | 386 | 386 | 386 | 421 | 72 | 72 | 5 | 2 | .... | 240 | ..... | 66 | 60 | 34 | 48 | 36 | 44 | .... | 128 | 6 | 36 |
| Inverness | G. O. Forsyth, B. A. | .... | .... | 38 | 38 | 32 | 10 | .... | .... | .... | 35 | ..... | 31 | 32 | 12 | 32 | .... | .... | .... | 32 | .... | 6 |
| Kings | Angus McLeod | 101 | 150 | 209 | 266 | 62 | 42 | 9 | .... | .... | 180 | ..... | 70 | 37 | 18 | 14 | .... | 38 | .... | 150 | .... | .... |
| Lunenburg | H. H. McIntosh | 522 | 485 | 397 | 522 | 79 | 47 | 3 | 3 | .... | 485 | 4 | 146 | 79 | 3 | 37 | .... | .... | .... | 37 | 3 | 30 |
| Queens | Nicholas Smith | .... | 219 | 376 | 471 | 66 | 39 | 6 | 6 | .... | 279 | ..... | 50 | 196 | 23 | 6 | .... | 6 | .... | 6 | 6 | 45 |
| Richmond | M. McKinnon | .... | .... | 84 | 84 | 7 | 13 | 3 | .... | .... | 47 | ..... | 37 | 30 | ..... | 1 | .... | .... | .... | 1 | 4 | 11 |
| Shelburne | D. A. Murray, B. A. | 195 | 57 | 228 | 257 | 60 | 60 | 13 | 3 | .... | 139 | ..... | 78 | 57 | 15 | 4 | .... | 4 | .... | 4 | 13 | 43 |
| Victoria | Frank Jones, B. A. | .... | .... | 150 | 24 | 24 | 29 | .... | 6 | .... | 24 | ..... | 24 | 24 | ..... | 24 | .... | .... | .... | 24 | .... | 24 |
| Yarmouth | A. Cameron | 207 | 253 | 438 | 597 | 78 | 72 | 10 | 10 | 10 | 352 | 27 | 194 | 136 | 27 | 27 | 375 | 192 | .... | 412 | 10 | 38 |
| Truro Model Schools | John Smith, B. A. | 683 | 371 | 500 | 990 | 85 | 75 | 12 | 12 | 12 | 435 | 35 | 182 | 70 | 85 | 35 | 80 | 70 | .... | 185 | 85 | 165 |

## TABLE XVII.—SPECIAL ACADEMIES.

| ACADEMY. | PRINCIPAL. | Instructors. | | | Number of Pupils, their Age, &c. | | | | | | | | | | | | | | Expenses | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. of Regular Teachers. | No. of Regular Assistants. | No. of Assistants engaged part of time for special branches. | Whole No. of Pupils enrolled during year. | Average No. of Pupils on roll. | Average No. of Pupils daily present. | No. of New Pupils for year. | No. former Pupils 2nd year of attendance. | No. of former Pupils 3rd year or upwards. | No. of enrolled Pupils belonging to Municipality or Town. | No. belonging to County but outside of Municipality or Town. | No. from outside of Co. | No. from Nova Scotia. | No. from other Countries. | No. of Pupils under 15 years of age. | No. of Pupils 15 years of age and upwards. | Average age of Pupils. | Annual Tuition Fee—Advanced Pupils. | No. of weeks in session during year. |
| Pictou Academy..... ..... | A. H. McKay, B.A., B.Sc. | 3 | ..... | 2 | 291 | 217 | 151 | 121 | 93 | 77 | 125 | 72 | 94 | 282 | 9 | 70 | 221 | 17. | (a) | 42 |
| Institution for Deaf & Dumb | J. Scott Hutton, M. A.... | 5 | ..... | ..... | 74 | 64 | 62 | 13 | 15 | 47 | ..... | ..... | ... | 46 | 28 | 52 | 22 | 13.5 | (a) | 44 |
| Halifax High School... ..... | Edwin Gilpin, D. D..... | 4 | ..... | ..... | 99 | 82 | 65 | 43 | 37 | 19 | ..... | ..... | ... | 77 | 22 | 60 | 39 | 14. | ..... | 92 |

## TABLE XVII.—(Continued)—SPECIAL ACADEMIES.

| Academy. | Number Studying the Languages. | | | | | | | | | | | | | | | Fine Arts. | | | Mathematics. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | English. | | | | | Latin. | | | Greek. | | | Modern Languages. | | | | | | | | | | | | | |
| | Reading and Elocution. | Spelling. | Grammar and Analysis. | Composition. | Rhetoric. | Rudiments. | Translating authors. | Total studying Latin. | Rudiments. | Translating authors. | Total studying Greek. | French (Colloquial). | Translat'g French authors. | Other Modern Languages. | Total studying Modern Languages. | Music. | Drawing. | Penmanship. | Arithmetic. | Algebra. | Geometry. | Trigonometry. | Navigation. | Surveying. | Other Mathematical Branches. |
| Pictou Academy | 282 | 194 | 282 | 282 | 88 | 93 | 108 | 201 | 44 | 40 | 84 | 96 | 20 | ..... | 116 | ..... | 210 | ..... | 282 | 282 | 282 | 88 | 88 | 88 | ..... |
| Institution for Deaf and Dumb | (b) | (b) | (b) | (b) | ... | ... | ..... | ..... | ... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 74 | 74 | 74 | ..... | ..... | ... | ... | ... | ..... |
| Halifax High School | 99 | 99 | 99 | 99 | ... | 44 | 55 | 99 | 16 | 9 | 25 | ..... | ..... | ..... | 99 | ..... | 99 | 99 | 89 | 99 | 99 | ... | ... | ... | 4 |

## TABLE XVII.—(Continued)—SPECIAL ACADEMIES.

| ACADEMY. | Geography. | | | History. | | | | | Elements of Natural Science. | | | | | | Other Branches. | | | | | | | | Prizes. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Modern. | Ancient. | Use of Globes. | British America. | British. | Grecian. | Roman. | Outlines of Universal. | Chemistry. | Botany. | Zoology. | Mineralogy and Geology. | Astronomy. | Total studying Nat'l Science. | Nat'l Philosophy. | Chemist'y applied to Agriculture. | Elements of Political Economy. | Elem'nts of Logic. | Elements of Mor'l Science. | Keeping of Accts. | English Literat're | Cricket. | No. awarded during year. | Value Prizes award'd dur'g y'r. |
| Pictou Academy | 282 | 88 | 282 | 194 | 189 | 88 | 83 | 282 | 189 | 194 | 93 | 88 | 101 | 282 | 189 | 82 | ..... | ..... | ..... | 220 | 189 | (b) | 24 | $ 30 |
| Institution for Deaf & Dumb | 23 | ..... | ..... | ..... | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Halifax High School | 99 | 55 | ..... | 99 | 34 | ..... | ..... | ..... | 40 | ..... | ..... | ..... | ..... | 40 | ..... | ..... | ..... | ..... | ..... | 38 | ..... | ..... | ..... | ..... |

## TABLE XVII.—(Continued)—SPECIAL ACADEMIES.

| ACADEMY. | Rooms, &c. | | Library and Apparatus. | | | | | | | Income. | | | | Expenditure. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. of School Rooms and Class Rooms. | Style of Desks. | No. of bound vols. added to Library. | Total No. of bound vols. in Library. | No. of Globes. | No. good Wall Maps. | No. 4to. Dictionaries and Gazetteers. | Estimated Cash Value of other Apparatus. | Estimated Cash Value of all Apparatus. | From fees and Contributions. | From Rents and Invested Funds. | Provincial Grant. | Total | Salaries of Instructor. | Average of Salaries. | Expended on buildings and repairs. | Expended for Books and Apparatus. | Miscellaneous. | Total |
| Pictou Academy..... ..... | 10 | Paragon.. | 5 | 825 | 4 | 48 | 2 | $1300 | $2600 | (e) | ..... | $1400 | $4900 | $2950 | (d) $900 | $317 | (e) $285 | (f) $1378 | $4930 |
| Institution for Deaf & Dumb.. | 2 | Dawson .. | .... | .... | 2 | 20 | .... | ..... | ..... | ..... | ..... | c3840 | 7444 | 2687 | 671 | 2178 | ..... | (d)4605 | 9709 |
| Halifax High School..... | 5 | Patent. .. | .... | .... | .... | 13 | 5 | ..... | ..... | $1444 | $2159 | ..... | ..... | ..... | 1275 | ..... | ..... | ..... | ..... |

## TABLE XVII.—COUNTY ACADEMIES AND SPECIAL ACADEMIES—(CONTINUED).

### CAPE BRETON COUNTY ACADEMY.

An excellent outfit of scientific apparatus has been lately purchased for the Academy at a cost of $300.00.

B. McKITTRICK, B. A.,
*Head Master.*

### KINGS COUNTY ACADEMY.

In accordance with the unanimous decision of last annual school meeting, an additional grade A teacher has been engaged as assistant in the Academic department. Maps and globes have been provided. Chemical apparatus and other requisites expected in January.

ANGUS McLEOD,
*Head Master.*

### LUNENBURG COUNTY ACADEMY.

The Academy has been considerably enlarged and repaired during the past summer. We are now very comfortably situated—have *ten* good rooms, eight of which are occupied, the Newtown School making our ninth department.

Since the completion of repairs, our attendance has been excellent —the largest in the history of the institution.

H. H. McINTOSH,
*Head Master.*

### YARMOUTH COUNTY ACADEMY.

The items given apply only to the Academy and the Common School Departments of the Central Section of Yarmouth. Besides the nine teachers employed here, there are seven in the school at the north end of the town and six more at the south end—making twenty-two in all for the public schools of the town.

A. CAMERON,
*Head Master.*

## PICTOU ACADEMY.

*(a.) Annual Tuition Fee.*—Twelve dollars per annum, or six dollars per term for students from beyond the County. All others free.

*(b.) Cricket.*—Cricket, lacrosse, football and military drill are encouraged with much success, but are not imperative.

*(c.) From Fees and Contributions.*—Students' fees, $675.00; contributions from the "Pictou Academy Scientific Association," for the ornithological section of the museum, $250.00. Contributions for the art department, $180.00. For the elocution course of lectures, $50.00. From the general school fund of the town, $2375, —total, $3530.

*(d.) Average of Salaries.*—This refers to the *regular* teachers.

*(e.) Expended for Apparatus.*—This includes the expenditure in taxidermy for the museum.

*(f.) Miscellaneous.*—This includes $1080 interest on Academy debentures.

A. H. MACKAY, B. A., B. Sc.,
*Principal.*

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## DEAF AND DUMB INSTITUTION.

*(a.)* By the Act of the Provincial Legislature of April 19th, 1884, all Nova Scotia deaf mutes, between the age of eight and eighteen, are entitled to free board and education in the Institution—a *per capita* allowance of $120.00 being provided by the law for each pupil received, half of which is paid by the Government and half by the municipality to which the pupil belongs. Pupils from other Provinces pay according to circumstances, but only a trifling amount is derived from this source.

*(b.)* See remarks appended to report for 1884.

*(c.)* This includes $2000 from the Nova Scotia Government, $840 from the Municipalities, $500 from New Brunswick, and $500 from Newfoundland.

*(d.)* This head includes the salaries of matron and assistant secretary; servants' wages; board of pupils, teachers and servants; fuel, gas, insurance, taxes, and all other household expenses.

The financial returns are drawn from the treasurer's account as published in the last annual report of the Institution,—that for 1885 not being yet published.

J. SCOTT HUTTON, M. A.,
*Principal.*

## TABLE XVIII.

### SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION, 1885.

| | |
|---|---|
| Common Schools | $160,513 55 |
| Normal School | 6,538 10 |
| Special Academies | 4,250 00 |
| County Academies | 9,400 00 |
| Inspection | 12,000 00 |
| Expenses Office | 1,009 32 |
| Salaries | 3,400 00 |
| Traveling Expenses, Normal School Pupils | 1,304 50 |
| Examination | 772 74 |
| | $199,188 21 |

# PART III.

# APPENDICES.

## APPENDIX A.

# Report of the Normal School.

DAVID ALLISON, ESQ., LL. D.,

*Superintendent of Education.*

SIR,—The following Report of the Provincial Normal School for the Session 1884–5 is respectfully submitted

In accordance with prescribed regulations our work began on Wednesday, November 4th, and ended on Tuesday, July 14th. In several important features the year surpassed any preceding one in the history of the Institution. The number of students in attendance exceeded by about forty per cent. that of any previous session. The total number of students enrolled was 205, of whom 198 were present from November 4th till the end of April, and 97 attended throughout the whole session, from November 4th till July 14th. Three students of a former year entered on the first of May, making a total attendance of 100 from that period to the end of the session.

That so large a number left the Institution at the end of April is accounted for by the fact that the course provided for students of third class and the special course for advanced second class are completed in six months. The average time of attendance for each student enrolled was 28½ weeks, or 82 per cent. of the whole time.

We gave in all 134 diplomas, including 9 superior, 76 good, and 49 fair. This does not include certificates given to students of the third class, to whom we do not issue the Normal School Diploma, but simply a certificate of attendance. Twenty-eight students received this certificate.

Both as regards the proportion of successful applicants and the high standing obtained, the competition for provincial license by the students of this session was exceedingly gratifying. Of forty-one students who applied for first class (B) license, thirty-five were successful, and of ninety-three who applied for second (C) class, seventy were successful. Generally those who failed to take the grade of license applied for obtained the next lower class.

The students of the third (D) class—that is the so-called Preparatory Department—did not share in this success. Of the thirty applicants, but seventeen obtained a license. As a general rule the students of this class are not hopeful in the interests of the profession and of the education of the Province. I would repeat my suggestion of last year, that this department be discontinued.

We have still to acknowledge obligation to his Excellency the Governor-General for his gift of medals placed at the disposal of the Faculty. One silver medal and one bronze medal are given to the Normal School, and one silver medal and two bronze medals to the Model School. The competition in the Normal School was directed to the writing of an essay on the French educationist, Jacotot. Several competitors entered the field, of whom Miss Mary T. Moseley, of Halifax, obtained the silver medal, and Miss Matilda Cunningham, of Halifax, the bronze medal. Several very creditable essays on the History of Education in Truro were written by pupils of the Model School. The silver medal was awarded to Miss Agnes MacKay, one bronze medal to Miss Beatrice Blanchard, and one to Miss MacDonald.

It has occurred to me that a few notes on the history and general character of the Normal School may be of some public interest.

The Act to establish such an institution for the training of teachers for the Province of Nova Scotia—introduced by Hon. Samuel Creelman, then Financial Secretary—passed the Legislature in March, 1854. The Rev. Alexander Forrester was appointed principal of the school, Charles D. Randall, teacher of English, and Wm. R. Mulholland, teacher of Mathematics. Under this staff, and with an enrollment of 53 students, the Institution was opened in November, 1855. It has, accordingly, now completed three decades of its history.

The Model School was opened a year and a half later—in June, 1857—and comprised three departments, High School, Intermediate and Primary, under the management of John B. Calkin, Joseph H. Webster, and Sophia Christie, respectively. Dr. Forrester, as Principal of the Normal and Model Schools, had full control of this Institution.

Keeping progress with the growth of the town of Truro, the Model School has gradually increased until it now has twelve distinct departments, including nine grades and about one thousand pupils. Three of the departments are duplicates of the lower grades and are situated in the eastern and western extremities of the town. Two teachers are employed in the High School department, making in all thirteen teachers. As stated above, the Model School was originally controlled by the Principal of the Normal School. Since the introduction of the free school system in 1865, the Institution has been under the joint control of the Principal of the Normal School and the local authorities of the town of Truro.

Until recently the Model School comprised ten grades. As the greater part of the work done in grade nine was within the prescribed course for high schools, it has been thought advisable to combine this department with the High School.

The leading educational principles propounded by Dr. Forrester were such as still find a prominent place in the creed of the most advanced disciples of the New Education. The following may be taken as examples :—

*The child is a complex being, possessing a physical, an intellectual and a moral nature, and his various powers are mutually dependent on each other.*

*Education consists in the harmonious development of all the parts of this complex nature.*

*Exercise is the grand law of development.*

The following quotation from a circular issued by Dr. Forrester in 1862 will give an idea of his views on method.

"The Educator, whatever the branch of knowledge he imparts, must be, at least, as much concerned about the mode of doing it, as he is about the measure or extent of his acquirements regarding it; more anxious to make the children go through the exercises themselves, than to tell them how to do them; or to do these exercises for them; more bent to make the subject plain and intelligible to the most stupid in the class, than to the most bright and talented; more ambitious to deposit in their minds things, realities, ideas, than he is to obtain from them the most accurate and lengthened recitation of technical terms, or of well-constructed rules; more intent to awaken within their bosoms a thirst for knowledge, and to provide them with the means of gratifying it, than to make them encyclopædias of learning."

Dr. Forrester attached special importance to the moral element of the system which he adopted. He had the highest confidence in the power of Scripture lessons, combined with proper oversight of the children in the play-ground, to influence the conduct and mould the character of the children. During the first few years he allowed no corporal punishment in the Model School.

"In matters of discipline, embracing, order, diligence, and obedience, every means must be employed in the whole external and intellectual management of the school, as well as in the bearing and example of the teacher. But the grand characteristic of the system is moral training, in contra-distinction to moral instruction, under the guidance and control of love. Vocal music and physical exercise should be intermingled with the whole business of the school."

Various changes in the teaching staff of the Institution have

occurred at different times. Dr. Forrester died in April, 1869, in the city of New York, whither he had gone for medical aid. He was succeeded by the present incumbent. The following gentlemen have successively had charge of the English department:—Charles D. Randall, A. M.; Theodore H. Rand, D. C. L.; J. B. Calkin, A. M.; John A. McCabe, A. M.; Charles J. Major; James Christie, A. M.; James B. Hall, Ph.D.—Wm. R. Mulholland was in the autumn of 1878 succeeded in the Mathematical department by Frank H. Eaton, A. M.

During the thirteen and a half years of Dr. Forrester's regime the average attendance of students was sixty-three; during the succeeding eight years, (1869-1877), the average was eighty; and during the last eight years, (1877-1885), it has been one hundred and thirty-eight.

For several years, two sessions of four and a half months in length, were held each year, one commencing in May, and the other in November; the present arrangement of one session was adopted in 1872, the first long session being that of 1872-3.

In 1876 the Legislature of Nova Scotia passed an Act providing for the erection of a new Normal School building in place of the old building erected in 1854.

This building, occupying the site of the old one, was completed at a cost of about $40,000, and was opened for use in November, 1878. The building is constructed of pressed brick with freestone finishings. The main building has a frontage of 98 feet and a depth of 56 feet. The wing in the rear is 48 feet by 63 feet. The height of the build- from the ground to the roof is 53 feet, and from the centre of the northern front rises a tower, the top of which is about 100 feet from the ground. The basement, extending under the whole building, is divided into several rooms, including laboratory, furnace room, and lavatories. On the first floor are the principal's office, the library, two class rooms, and cloak rooms. On the second floor is a large Assembly Hall, comprising the whole wing, (63 x 48 feet), and two class rooms. A large room in the attic is devoted to the museum. The building accommodates conveniently about 200 students.

The work of the Normal School is partly academic and partly professional. The academic or scholastic studies may be divided into three groups as follows:—

| ENGLISH. | MATHEMATICS. | SCIENCE. |
|---|---|---|
| Grammar. | Arithmetic. | Chemistry. |
| Geography. | Geometry. | Physics. |
| History. | Algebra. | Botany. |
| Literature. | Practical Mathematics. | Physiology. |
| Elocution. | Book-keeping. | |
| Composition. | | |

Industrial Drawing, which cannot properly be included in any one of these groups, receives a large measure of attention.

The professional course is both theoretic and practical, comprising Psychology, History of Education, Method, School Management, and Model School Practice.

The following are the text-books used:—

Mackinlay's English Grammar, Calkin's Geography, Mackinlay's Outlines of British History, Swinton's Outlines of the World's History, Calkin's History of British America, Dalgleish's Composition, Stopford Brook's English Literature, Hamblin Smith's Arithmetic, Hamblin Smith's Geometry, Todhunter's Algebra, Eaton's Practical Mathematics, Mackinlay's Elementary Book-keeping, Steele's Chemistry, Balfour Stewart's Physics, Huxley & Youman's Physiology, Gray's How Plants Grow, Tanner's Primer of Agriculture.

The theoretic part of the professional course is conducted chiefly by lectures, the students being required to take copious notes. Although text-books are not used in class, various works on the different subjects are suggested for reference, as Sully's Outlines of Psychology, Carpenter's Mental Physiology, Payne's Lectures on Education, Landon's School Management, Baldwin's School Management, Compayre's History of Pedagogy, Quick's Educational Reformers.

Acting on the principle that one can learn to do only by doing, we subject our students to practical training in the art of teaching, bringing in classes from the Model School for this purpose. While one student is teaching, others of his class are observing and taking notes. The teaching is done in the presence of a member of the faculty, who, at the close of the lesson, calls upon the observers to criticise it, and then concludes the exercise by stating his own views of the character of the work done. Each student teaches twice, or oftener, under the supervision of each member of the faculty, having a different subject and grade of pupils each time, so as to secure as much variety as possible.

The following are the present Regulations of the Council of Public Instruction, relating to the management of the Institution:—

1. The Annual Session shall commence on the first Wednesday of November and close on the first Tuesday after the 8th of July.

2. Except in the case of students of a previous session, who may be admitted at any time, at the discretion of the Faculty, applicants will be admitted to the Institution only at the beginning of the session.

3. Applicants for admission to the First Class shall be examined in the subjects of the Syllabus for Second Class Provincial licenses.

Special emphasis will be laid upon a thorough knowledge of Algebra, as in Chapters 10, 11, 16, 18, 20, 22, and 24; and of Arith-

metic, as in Chapters 20, 21, 22, 23, 24, 25, and 26, of the prescribed text books on these subjects.

Candidates who already hold a license of the Second Class will be examined only in those subjects in which they obtained a mark of less than 50, as shown by their *Memo.*

4. Applicants for admission to the Second Class shall be examined on the first 23 pages of the prescribed Geometry, in addition to the subjects of the Syllabus for Third Class license.

Those who already hold a license of the Third Class shall be examined on the above-named 23 pages of the Geometry, together with those subjects in which they have obtained a mark of less than 50.

5. Applicants will be admitted to the third Class on any one of the following conditions :—

*(a)*—If, on examination in Reading, Spelling, English Grammar, and Arithmetic, they shall show such qualifications as to give reasonable assurance of completing the course for license of grade *D*, within the prescribed term for that grade.

*(b)*—If at a previous examination for license they have made an average of 40 or upwards on all subjects of grade *D* Syllabus, not including School Management and Teaching, or of 40 in Arithmetic and Grammar taken together.

*(c)*—All applicants who present a certificate of qualification as specified in *(a)* from any Inspector of Schools in the province.

6. Applicants for admission by examination must present themselves on Wednesday, the first day of the session; others may be admitted at any time not later than the following Monday.

7. Applicants shall present to the Principal a satisfactory certificate of moral character and age, dated within three months of the time of presentation, and they shall sign a declaration of intention to teach for a period of at least three years within the Province of Nova Scotia,

8. Students thus declaring their intention to teach within the Province will receive free tuition; others may be admitted on payment of a fee of $20.00 for the session.

9. With the exception of the cases provided for in clause 10, the term of study for the First and Second Classes will extend throughout the whole session; the term for the Third Class will end about the 20th of April.

10. Under certain conditions herein specified students may complete the professional course provided for the Second Class in six months.

The qualification admitting students to this privilege shall be any one of the following :—

(*a.*)—The possession on entering the institution of Provincial License of the second *(C)* class.

*(b)*—A pass average (50) on non professional subjects in competition for Provincial License of the second *(C)* class.

(*c.*)—Such general scholarship and ability as in the judgment of the Faculty may justify admission to this distinction.

11. On fulfilment of the conditions specified in the By-laws of the Institution, the Normal School Diploma will be awarded to students of the First and Second Classes, and Professional Certificates to students of the Third Class.

The Diploma shall indicate whether the holder has taken the professional course provided for the First Class, or that provided for the Second Class.

Honorary distinction will be accorded to students of exceptional scholarship, or teaching ability.

12. A special examination for Provincial License of the second (*C*) and the third (*D*) classes will be held near the end of April, exclusively for such students as may then be qualified according to provisions of clauses 9, 10, and 11, to receive the Normal School Diploma or Certificate.

13. The Normal School Diploma shall be a valid license of its class (First, Second, or Third) from the date of its issue until the end of October next ensuing, so that persons holding it can at once enter upon engagements to teach, and enjoy for the time specified, irrespective of the result of the examination for license, all the privileges accorded to teachers of the corresponding class.

14. Certificates will be given to students who show ability to teach Industrial Drawing.

15. Students who from any satisfactory cause are unable to make the full attendance required for a diploma may be permitted to complete their course in any subsequent year.

16. The students shall lodge and board at such houses as are approved of by the Principal. Ladies and gentlemen shall not be permitted to board at the same house.

Before permitting Students to board at any house the Principal shall assure himself by personal inspection or otherwise as to the fitness of the accommodation to give physical comfort, to allow undisturbed study, and to contribute to the moral welfare of the students; and he shall, from time to time throughout the session, visit the boarding houses, maintaining such oversight as may be necessary to give him all reasonable assurance that good order and decorum are observed.

17. Persons intending to apply for admission to the Normal School should give notice of the same to the Principal at least one month previous to the commencement of the session.

18. Travelling expenses at the rate of five cents per mile, to and from the Institution, will be paid at the end of the session, to all students who obtain a Diploma or certificate.

Some other important matters might very properly be referred to, but I fear that I have already extended this report to an unreasonable length.

I have the honour to be,

Yours respectfully,

J. B. CALKIN,

*Principal.*

# Students of Normal School, 1884-5.

*Students whose names are marked thus * were not examined for License at close of session*

| NAME. | COUNTY. | Grade of License on entering | Grade of License obtained. | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| Janie Munroe | Pictou | C | B | ..... | Good. |
| Mary J. Sproul | Cumberland | C | B | ..... | Good. |
| Isabel C Cobb | Yarmouth | D | C | ..... | Good. |
| Emily F. Goudey | " | C | * | ..... | Good. |
| Gertrude L. Ross | Hants | D | C | ..... | Good. |
| Lizzie Hibbert | Yarmouth | C | B | ..... | Superior. |
| Maggie Creighton | Pictou | C | B | ..... | Good. |
| Marion Park | " | C | * | ..... | ..... |
| Cassie Davidson | Kings | C | B | ..... | Good. |
| Mary Moseley | Halifax | C | B | ..... | Good. |
| Joel R. Fritz | Annapolis | C | C | ..... | Good. |
| J. Willard Litch | " | C | B | ..... | Good. |
| Alex. J. McDonald | Inverness | C | * | ..... | ..... |
| John MacIntosh | " | D | C | ..... | Good. |
| Fletcher Mitchell | Kings | C | * | ..... | ..... |
| Stewart McPhie | Inverness | C | * | ..... | ..... |
| Harvey Murray | Colchester | .. | * | ..... | ..... |
| William Creelman | " | .. | C | ..... | Fair. |
| Charles McIntosh | Pictou | .. | B | ..... | Good. |
| John E. Savre | Cumberland | D | C | Fair. | Fair. |
| Robert Hoseason | Annapolis | C | * | ..... | ..... |
| William Harvey | Kings | .. | .. | ..... | Fair. |
| Jordan Smith | Hants | C | B | ..... | Good. |
| George McLeod | Queens | B | * | ..... | ..... |
| Isabella Smith | Halifax | C | C | ..... | ..... |
| Maggie Moody | " | B | B | ..... | Superior. |
| Bertha Ruggles | Digby | D | C | ..... | Good. |
| Frances Gray | Annapolis | .. | C | ..... | Good. |
| Ellen A. Carter | Cumberland | C | B | ..... | Good. |
| Minnie Kerr | " | C | * | Fair. | ..... |
| Cassie Gray | Colchester | C | * | ..... | ..... |
| Mary A. McLeod | " | C | * | ..... | ..... |
| Augusta Davison | " | C | * | Good. | ..... |
| Sara Creelman | " | C | B | Good. | Superior. |
| Annie E. Anderson | Annapolis | C | B | ..... | Good. |
| Etta J. Yuill | Colchester | C | B | ..... | Good. |
| Jeanie Rettie | " | .. | B | ..... | Superior. |
| Lily E. McColough | " | C | B | Fair. | ..... |
| Julia Brown | Hants | C | B | ..... | Good. |

## NORMAL SCHOOL.—(*Continued.*)

| Name. | County. | Grade of License on entering. | Grade of License obtained. | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| Millie Cameron ..... | Pictou..... | C | B | ..... | Good. |
| Isabel Brodie ..... | Halifax..... | B | B | ..... | Good. |
| Bessie Warner..... | " ..... | B | * | ..... | Superior. |
| Blanche McLatchy .... | Hants ..... | C | B | ..... | Superior. |
| Annie M. Grant..... | " ..... | C | B | ..... | Good. |
| Annie L. Bayer ..... | Halifax..... | C | * | ..... | Good. |
| Harriet Hamilton .. .. | " ..... | C | * | ..... | Fair. |
| Hattie L. Flowers .... | " ..... | B | B | ..... | Good. |
| A. Matilda Cunningham | " ..... | C | B | ..... | Good. |
| Sophia M. Fraser .. . | Pictou ..... | D | C | ..... | Fair. |
| Minnie McCulloch... .. | Hants ..... | D | * | ..... | ..... |
| Ida Holloway ..... | Halifax..... | C | C | ..... | Fair. |
| Mary A. S. Holloway.. | " ..... | C | B | ..... | Good. |
| Sadie M. Wallace .. .. | Hants ..... | C | B | ..... | Good. |
| Annie M. Matheson .. | Cape Breton.. | C | B | ..... | Good. |
| Eva L. Reed..... | Annapolis.... | C | B | ..... | Good. |
| Maud Fitch..... | Kings..... | D | C | ..... | Fair. |
| Annie Hislop ..... | Colchester .. | C | B | Fair. | Fair. |
| Jessie M. Hislop..... | " .. | .. | B | ..... | Fair. |
| Emma Franklin ..... | " .. | .. | B | ..... | Fair. |
| Lophemia Richardson.. | " .. | .. | B | ..... | Fair. |
| Alice M. Fuller ..... | Kings ..... | C | * | ..... | ..... |
| Martha J. Fuller..... | " ..... | C | B | ..... | Good. |
| Lily A. Scott ..... | Hants ..... | B | * | Good. | Superior. |
| Elizabeth H. Stewart .. | Pictou ..... | B | * | ..... | Superior. |
| Beriah S. Banks ..... | Annapolis.... | C | B | ..... | Good. |
| Guilford Marshall .. .. | " .... | C | * | ..... | Good. |
| William Eldridge .. .. | Digby ..... | C | * | Good. | ..... |
| Jessie McQueen ..... | Pictou..... | C | B | ..... | Superior. |
| Emma A. Gilman .. .. | Yarmouth.... | C | B | Superior. | ..... |
| Calista Worth..... | Inverness.... | .. | D | ..... | Fair. |
| Mabel F. Rose..... | Yarmouth.... | D | C | ..... | Good. |
| Melbourne Whitman .. | Annapolis.... | D | C | ..... | Fair. |
| Allan McIntosh ..... | Cumberland.. | D | C | ..... | Fair. |
| Samphard Egan ..... | " .. | D | C | ..... | Fair. |
| Stanley Leonard ..... | Annapolis ... | .. | C | ..... | Fair. |
| Maggie Murray ..... | Pictou ..... | .. | C | ..... | Good. |
| Janie Hamilton ..... | Colchester..... | D | C | Fair. | Good. |
| May Spencer ..... | " .... | D | C | Fair. | Good. |
| Sadie Douglas ..... | Hants..... | .. | .. | Fair. | Good. |
| Cassie Bill ..... | Kings ..... | D | .. | Fair. | Fair. |
| Mabel Lamphier ..... | Halifax..... | D | D | ..... | Fair. |
| Janie Stewart ..... | " ..... | .. | C | ..... | Good. |
| Minnie Archibald .. .. | " ..... | D | C | ..... | Fair. |
| Ella Pugsley ..... | Cumberland... | C | * | ..... | Good. |
| Melissa Osborne ..... | Halifax..... | D | C | ..... | Fair. |
| Tryphemia Crowe ..... | Colchester ... | .. | D | Fair. | Fair. |

## NORMAL SCHOOL.—*(Continued.)*

| Name. | County. | Grade of License on entering. | Grade of License obtained. | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| Elizabeth Bond | Halifax | C | * | ..... | Good. |
| Ida Richardson | Colchester | D | C | Fair. | Good. |
| Emma Densmore | " | D | C | ..... | Good. |
| Martha Kirkpatrick | " | D | C | ..... | Fair. |
| Agnes Lane | " | .. | C | ..... | Fair. |
| Libbie Braden | Halifax | D | C* | ..... | Good. |
| Jane Shaw | " | D | C | ..... | Good. |
| Mary Zwicker | Lunenburg | D | D | ..... | Good. |
| Louise Kedy | " | D | C | ..... | Good. |
| Janie B. Cameron | Pictou | .. | C | ..... | Fair. |
| Mary Ryan | Colchester | .. | C | ..... | ..... |
| Elizabeth Hebb | Lunenburg | D | * | ..... | ..... |
| Maie Newcomb | Kings | .. | .. | ..... | Good. |
| Joanna McCart | Colchester | .. | D | ..... | Fair. |
| Janie Peers | Cumberland | D | C | Fair. | Good. |
| Emma Archibald | Halifax | D | * | ..... | ..... |
| Helen Clark | " | D | * | ..... | ..... |
| Mary J. McCully | Colchester | D | * | ..... | ..... |
| *Emma Burnett | " | .. | D | ..... | Fair. |
| Laura Spencer | Cape Breton | D | C | ..... | Good. |
| F. Ella McCarthy | Yarmouth | D | C | ..... | Good. |
| Isabella McCully | Colchester | .. | * | ..... | ..... |
| Minnie Hollensworth | " | .. | * | ..... | Fair. |
| Annie Best | Kings | D | C | ..... | Good. |
| Bessie Reid | Colchester | .. | D | ..... | Fair. |
| Annie McDonald | " | .. | C | ..... | Good. |
| Flora Clarke | " | .. | C | ..... | Fair. |
| Florrie McLeod | " | .. | C | ..... | Good. |
| May Rettie | " | .. | C | ..... | Good. |
| Emma Christie | " | .. | C | ..... | Good. |
| Minnie Turner | " | .. | C | ..... | Good. |
| Mattie Ford | Annapolis | .. | C | ..... | Fair. |
| Lillie Burgess | Kings | .. | C | ..... | Good. |
| Janie McPherson | Pictou | D | * | ..... | ..... |
| Ella Simms | Yarmouth | D | C | ..... | Good. |
| Annie McKenzie | Inverness | D | * | ..... | ..... |
| Sarah McKinnon | " | D | * | ..... | ..... |
| Ettie McPhee | Pictou | D | * | ..... | ..... |
| Eva M. Spicer | Kings | .. | C | ..... | Fair. |
| Alice Wallace | Hants | D | C | ..... | Good. |
| Lois A. McDougall | " | D | C | ..... | ..... |
| Hattie Copeland | Cumberland | .. | C | ..... | Good. |
| Eliza Pugsley | " | .. | C | ..... | Good. |
| *Mary Alice Sinclair | Antigonish | .. | D | ..... | Fair. |
| Mary McIntosh | Guysboro' | D | C | ..... | Good. |
| *Sarah Bruce | Annapolis | D | * | ..... | Fair. |
| Cassie Schurman | Cumberland | .. | D | ..... | Fair. |

## NORMAL SCHOOL.—(*Continued.*)

| Name. | County. | Grade of License on entering. | Grade of License obtained | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| Jennie Hunter | Hants | D | C | ..... | Good. |
| Florence Harvey | " | D | C | ..... | Good. |
| *Alice McDougall | " | .. | * | ..... | Fair. |
| Annie Harvey | " | D | * | ..... | ..... |
| Annie Cummings | Colchester | .. | C | ..... | Fair. |
| Roxenia Barnhill | " | .. | C | ..... | Fair. |
| Annie Hamilton | " | D | * | ..... | ..... |
| Rachel Pollock | " | D | * | ..... | ..... |
| Minnie McLean | " | .. | .. | ..... | Fair. |
| Alice Waddell | " | .. | D | ..... | Fair. |
| Isabel Thompson | Halifax | .. | D | ..... | Fair. |
| Carrie J. Daniels | Annapolis | D | C | ..... | Good. |
| A. Cora Eaton | Colchester | .. | D | ..... | Fair. |
| Emeline Tattrie | Pictou | D | * | ..... | ..... |
| Nellie Fulton | Colchester | D | C | ..... | Good. |
| Lizzie McLeod | " | D | * | ..... | ..... |
| Lillie McCurdy | " | .. | C | ..... | Good. |
| Joanna A. Dickie | " | .. | * | ..... | ..... |
| Hannah Kenty | Hants | D | * | ..... | ..... |
| Rebecca McDonald | Guysboro' | .. | C | ..... | Good. |
| Louise Tupper | Colchester | .. | C | ..... | Good. |
| Ada Megeney | Cumberland | .. | C | ..... | Good. |
| Ida C. Hynds | Colchester | .. | C | ..... | Fair. |
| Maude Rayne | " | .. | .. | ..... | Fair. |
| Howard Kempton | Annapolis | .. | C | ..... | Good. |
| Geo. Fitch | Kings | .. | D | ..... | Fair. |
| John Chisholm | Cumberland | .. | C | ..... | Fair. |
| Kate Pearce | " | .. | * | ..... | ..... |
| Charles Ilsley | Annapolis | .. | C | ..... | Fair. |
| Alex. Archibald | Colchester | .. | C | ..... | Fair. |
| Sophia McLeod | " | .. | C | ..... | Good. |
| Estelle E. Scott | Hants | .. | C | ..... | Good. |
| Frederic Bishop | Annapolis | .. | C | ..... | Good. |
| Earnest F. Hall | Kings | D | C | ..... | Fair. |
| Joseph Frame | Colchester | .. | C | ..... | Fair. |
| David McKay | Pictou | .. | D | ..... | Fair. |
| Robert Grant | " | .. | C | ..... | ..... |
| William Marshall | Annapolis | .. | C | ..... | Fair. |
| Bella Buckler | Colchester | D | * | Fair. | ..... |
| Frances Campbell | N. Brunswick. | .. | D | ..... | Fair. |
| Henrietta McDonald | Pictou | D | C | ..... | Good. |
| Mary Yuill Christie | Colchester | .. | .. | Fair. | Fair. |
| Mabel Young | Pictou | .. | D | ..... | Fair. |
| Mary Belle Grant | " | .. | D | ..... | Fair. |
| Clara McPhie | " | .. | D | ..... | Fair. |
| Emily Percy | Kings | .. | .. | ..... | Fair. |
| Bessie Henderson | Colchester | .. | D | ..... | Fair. |

## NORMAL SCHOOL.—*(Continued.)*

| Name. | County. | Grade of License on entering. | Grade of License obtained. | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| ie Campbell. . . . . | Victoria. . . . . | .. | D | ..... | Fair. |
| McDonald.. . . . . | Richmond . . . | .. | .. | ..... | Fair. |
| ie Dickie..... | Colchester. . . . | .. | .. | ..... | Fair. |
| ı Burney ..... | Annapolis. . . . | .. | D | ..... | Fair. |
| Fader..... | Halifax..... | .. | D | ..... | Fair. |
| Pettis..... | Cumberland . . | .. | .. | ..... | Fair. |
| ırine L. McLean.. | Colchester . . . | .. | D | ..... | Fair. |
| iet Probert ..... | " . . . | .. | .. | ..... | Fair. |
| r Lloyd Bayley . . . | Jamaica. . . . . | .. | * | ..... | .... |
| ım D'Entremont.. | Yarmouth . . . | .. | D | ..... | Fair. |
| ha Surette . . . . . | " . . . | .. | .. | ..... | Fair. |
| le Richard.. . . . . | " . . . | .. | D | ..... | Fair. |
| ie Lindsay.. . . . . | Colchester . . . | .. | .. | ..... | Fair. |
| ı Ellis Reid ..... | Pictou ..... | .. | .. | ..... | Fair. |
| Johnston ..... | Colchester . . . | .. | .. | ..... | Fair. |
| McNutt..... | " . . . | .. | .. | ..... | .... |
| n Hatfield . . . . . | Cumberland . . | .. | .. | ..... | Fair. |
| el Shaw.. . . . . | Pictou. . . . . | .. | D | ..... | Fair. |
| es Irving..... | Annapolis. . . . | .. | .. | ..... | Fair. |
| nce McDougall. . . | Antigonish. . . | .. | .. | ..... | .... |
| Cuttle . . . . . | Colchester . . . | .. | D | Fair. | Fair. |
| s McDougall . . . . | Cumberland . . | C | C | Good. | Good. |
| E. King..... | Colchester . . . | ... | C | ..... | Fair. |
| Elderkin ..... | Hants ..... | C | * | Good. | .... |
| l W. Byers.... . | Colchester . . . | D | C | Good. | .... |

The students of the third (D) class—that is the so-called Preparatory Department—did not share in this success. Of the thirty applicants, but seventeen obtained a license. As a general rule the students of this class are not hopeful in the interests of the profession and of the education of the Province. I would repeat my suggestion of last year, that this department be discontinued.

We have still to acknowledge obligation to his Excellency the Governor-General for his gift of medals placed at the disposal of the Faculty. One silver medal and one bronze medal are given to the Normal School, and one silver medal and two bronze medals to the Model School. The competition in the Normal School was directed to the writing of an essay on the French educationist, Jacotot. Several competitors entered the field, of whom Miss Mary T. Moseley, of Halifax, obtained the silver medal, and Miss Matilda Cunningham, of Halifax, the bronze medal. Several very creditable essays on the History of Education in Truro were written by pupils of the Model School. The silver medal was awarded to Miss Agnes MacKay, one bronze medal to Miss Beatrice Blanchard, and one to Miss MacDonald.

It has occurred to me that a few notes on the history and general character of the Normal School may be of some public interest.

The Act to establish such an institution for the training of teachers for the Province of Nova Scotia—introduced by Hon. Samuel Creelman, then Financial Secretary—passed the Legislature in March, 1854. The Rev. Alexander Forrester was appointed principal of the school, Charles D. Randall, teacher of English, and Wm. R. Mulholland, teacher of Mathematics. Under this staff, and with an enrollment of 53 students, the Institution was opened in November, 1855. It has, accordingly, now completed three decades of its history.

The Model School was opened a year and a half later—in June, 1857—and comprised three departments, High School, Intermediate and Primary, under the management of John B. Calkin, Joseph H. Webster, and Sophia Christie, respectively. Dr. Forrester, as Principal of the Normal and Model Schools, had full control of this Institution.

Keeping progress with the growth of the town of Truro, the Model School has gradually increased until it now has twelve distinct departments, including nine grades and about one thousand pupils. Three of the departments are duplicates of the lower grades and are situated in the eastern and western extremities of the town. Two teachers are employed in the High School department, making in all thirteen teachers. As stated above, the Model School was originally controlled by the Principal of the Normal School. Since the introduction of the free school system in 1865, the Institution has been under the joint control of the Principal of the Normal School and the local authorities of the town of Truro.

Until recently the Model School comprised ten grades. As the greater part of the work done in grade nine was within the prescribed course for high schools, it has been thought advisable to combine this department with the High School.

The leading educational principles propounded by Dr. Forrester were such as still find a prominent place in the creed of the most advanced disciples of the New Education. The following may be taken as examples :—

*The child is a complex being, possessing a physical, an intellectual and a moral nature, and his various powers are mutually dependent on each other.*

*Education consists in the harmonious development of all the parts of this complex nature.*

*Exercise is the grand law of development.*

The following quotation from a circular issued by Dr. Forrester in 1862 will give an idea of his views on method.

"The Educator, whatever the branch of knowledge he imparts, must be, at least, as much concerned about the mode of doing it, as he is about the measure or extent of his acquirements regarding it; more anxious to make the children go through the exercises themselves, than to tell them how to do them; or to do these exercises for them; more bent to make the subject plain and intelligible to the most stupid in the class, than to the most bright and talented; more ambitious to deposit in their minds things, realities, ideas, than he is to obtain from them the most accurate and lengthened recitation of technical terms, or of well-constructed rules; more intent to awaken within their bosoms a thirst for knowledge, and to provide them with the means of gratifying it, than to make them encyclopædias of learning."

Dr. Forrester attached special importance to the moral element of the system which he adopted. He had the highest confidence in the power of Scripture lessons, combined with proper oversight of the children in the play-ground, to influence the conduct and mould the character of the children. During the first few years he allowed no corporal punishment in the Model School.

"In matters of discipline, embracing, order, diligence, and obedience, every means must be employed in the whole external and intellectual management of the school, as well as in the bearing and example of the teacher. But the grand characteristic of the system is moral training, in contra-distinction to moral instruction, under the guidance and control of love. Vocal music and physical exercise should be intermingled with the whole business of the school."

Various changes in the teaching staff of the Institution have

occurred at different times. Dr. Forrester died in April, 1869, in the city of New York, whither he had gone for medical aid. He was succeeded by the present incumbent. The following gentlemen have successively had charge of the English department:—Charles D. Randall, A. M.; Theodore H. Rand, D. C. L.; J. B. Calkin, A. M.; John A. McCabe, A. M.; Charles J. Major; James Christie, A. M.; James B. Hall, Ph.D.—Wm. R. Mulholland was in the autumn of 1878 succeeded in the Mathematical department by Frank H. Eaton, A. M.

During the thirteen and a half years of Dr. Forrester's regime the average attendance of students was sixty-three; during the succeeding eight years, (1869-1877), the average was eighty; and during the last eight years, (1877-1885), it has been one hundred and thirty-eight.

For several years, two sessions of four and a half months in length, were held each year, one commencing in May, and the other in November; the present arrangement of one session was adopted in 1872, the first long session being that of 1872-3.

In 1876 the Legislature of Nova Scotia passed an Act providing for the erection of a new Normal School building in place of the old building erected in 1854.

This building, occupying the site of the old one, was completed at a cost of about $40,000, and was opened for use in November, 1878. The building is constructed of pressed brick with freestone finishings. The main building has a frontage of 98 feet and a depth of 56 feet. The wing in the rear is 48 feet by 63 feet. The height of the build- from the ground to the roof is 53 feet, and from the centre of the northern front rises a tower, the top of which is about 100 feet from the ground. The basement, extending under the whole building, is divided into several rooms, including laboratory, furnace room, and lavatories. On the first floor are the principal's office, the library, two class rooms, and cloak rooms. On the second floor is a large Assembly Hall, comprising the whole wing, (63 x 48 feet), and two class rooms. A large room in the attic is devoted to the museum. The building accommodates conveniently about 200 students.

The work of the Normal School is partly academic and partly professional. The academic or scholastic studies may be divided into three groups as follows:—

| ENGLISH. | MATHEMATICS. | SCIENCE. |
|---|---|---|
| Grammar. | Arithmetic. | Chemistry. |
| Geography. | Geometry. | Physics. |
| History. | Algebra. | Botany. |
| Literature. | Practical Mathematics. | Physiology. |
| Elocution. | Book-keeping. | |
| Composition. | | |

Industrial Drawing, which cannot properly be included in any one of these groups, receives a large measure of attention.

The professional course is both theoretic and practical, comprising Psychology, History of Education, Method, School Management, and Model School Practice.

The following are the text-books used:—

Mackinlay's English Grammar, Calkin's Geography, Mackinlay's Outlines of British History, Swinton's Outlines of the World's History, Calkin's History of British America, Dalgleish's Composition, Stopford Brook's English Literature, Hamblin Smith's Arithmetic, Hamblin Smith's Geometry, Todhunter's Algebra, Eaton's Practical Mathematics, Mackinlay's Elementary Book-keeping, Steele's Chemistry, Balfour Stewart's Physics, Huxley & Youman's Physiology, Gray's How Plants Grow, Tanner's Primer of Agriculture.

The theoretic part of the professional course is conducted chiefly by lectures, the students being required to take copious notes. Although text-books are not used in class, various works on the different subjects are suggested for reference, as Sully's Outlines of Psychology, Carpenter's Mental Physiology, Payne's Lectures on Education, Landon's School Management, Baldwin's School Management, Compayre's History of Pedagogy, Quick's Educational Reformers.

Acting on the principle that one can learn to do only by doing, we subject our students to practical training in the art of teaching, bringing in classes from the Model School for this purpose. While one student is teaching, others of his class are observing and taking notes. The teaching is done in the presence of a member of the faculty, who, at the close of the lesson, calls upon the observers to criticise it, and then concludes the exercise by stating his own views of the character of the work done. Each student teaches twice, or oftener, under the supervision of each member of the faculty, having a different subject and grade of pupils each time, so as to secure as much variety as possible.

The following are the present Regulations of the Council of Public Instruction, relating to the management of the Institution:—

1. The Annual Session shall commence on the first Wednesday of November and close on the first Tuesday after the 8th of July.

2. Except in the case of students of a previous session, who may be admitted at any time, at the discretion of the Faculty, applicants will be admitted to the Institution only at the beginning of the session.

3. Applicants for admission to the First Class shall be examined in the subjects of the Syllabus for Second Class Provincial licenses.

Special emphasis will be laid upon a thorough knowledge of Algebra, as in Chapters 10, 11, 16, 18, 20, 22, and 24; and of Arith-

metic, as in Chapters 20, 21, 22, 23, 24, 25, and 26, of the prescribed text books on these subjects.

Candidates who already hold a license of the Second Class will be examined only in those subjects in which they obtained a mark of less than 50, as shown by their *Memo.*

4. Applicants for admission to the Second Class shall be examined on the first 23 pages of the prescribed Geometry, in addition to the subjects of the Syllabus for Third Class license.

Those who already hold a license of the Third Class shall be examined on the above-named 23 pages of the Geometry, together with those subjects in which they have obtained a mark of less than 50.

5. Applicants will be admitted to the third Class on any one of the following conditions :—

*(a)*—If, on examination in Reading, Spelling, English Grammar, and Arithmetic, they shall show such qualifications as to give reasonable assurance of completing the course for license of grade *D*, within the prescribed term for that grade.

*(b)*—If at a previous examination for license they have made an average of 40 or upwards on all subjects of grade *D* Syllabus, not including School Management and Teaching, or of 40 in Arithmetic and Grammar taken together.

*(c)*—All applicants who present a certificate of qualification as specified in *(a)* from any Inspector of Schools in the province.

6. Applicants for admission by examination must present themselves on Wednesday, the first day of the session; others may be admitted at any time not later than the following Monday.

7. Applicants shall present to the Principal a satisfactory certificate of moral character and age, dated within three months of the time of presentation, and they shall sign a declaration of intention to teach for a period of at least three years within the Province of Nova Scotia,

8. Students thus declaring their intention to teach within the Province will receive free tuition; others may be admitted on payment of a fee of $20.00 for the session.

9. With the exception of the cases provided for in clause 10, the term of study for the First and Second Classes will extend throughout the whole session; the term for the Third Class will end about the 20th of April.

10. Under certain conditions herein specified students may complete the professional course provided for the Second Class in six months.

The qualification admitting students to this privilege shall be any one of the following :—

(*a.*)—The possession on entering the institution of Provincial License of the second *(C)* class.

*(b)*—A pass average (50) on non professional subjects in competition for Provincial License of the second *(C)* class.

(*c.*)—Such general scholarship and ability as in the judgment of the Faculty may justify admission to this distinction.

11. On fulfilment of the conditions specified in the By-laws of the Institution, the Normal School Diploma will be awarded to students of the First and Second Classes, and Professional Certificates to students of the Third Class.

The Diploma shall indicate whether the holder has taken the professional course provided for the First Class, or that provided for the Second Class.

Honorary distinction will be accorded to students of exceptional scholarship, or teaching ability.

12. A special examination for Provincial License of the second (*C*) and the third (*D*) classes will be held near the end of April, exclusively for such students as may then be qualified according to provisions of clauses 9, 10, and 11, to receive the Normal School Diploma or Certificate.

13. The Normal School Diploma shall be a valid license of its class (First, Second, or Third) from the date of its issue until the end of October next ensuing, so that persons holding it can at once enter upon engagements to teach, and enjoy for the time specified, irrespective of the result of the examination for license, all the privileges accorded to teachers of the corresponding class.

14. Certificates will be given to students who show ability to teach Industrial Drawing.

15. Students who from any satisfactory cause are unable to make the full attendance required for a diploma may be permitted to complete their course in any subsequent year.

16. The students shall lodge and board at such houses as are approved of by the Principal. Ladies and gentlemen shall not be permitted to board at the same house.

Before permitting Students to board at any house the Principal shall assure himself by personal inspection or otherwise as to the fitness of the accommodation to give physical comfort, to allow undisturbed study, and to contribute to the moral welfare of the students; and he shall, from time to time throughout the session, visit the boarding houses, maintaining such oversight as may be necessary to give him all reasonable assurance that good order and decorum are observed.

17. Persons intending to apply for admission to the Normal School should give notice of the same to the Principal at least one month previous to the commencement of the session.

18. Travelling expenses at the rate of five cents per mile, to and from the Institution, will be paid at the end of the session, to all students who obtain a Diploma or certificate.

Some other important matters might very properly be referred to, but I fear that I have already extended this report to an unreasonable length.

I have the honour to be,

Yours respectfully,

J. B. CALKIN,

*Principal.*

# Students of Normal School, 1884-5.

*Students whose names are marked thus * were not examined for License at close of session*

| Name. | County. | Grade of License on entering. | Grade of License obtained. | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| Janie Munroe | Pictou | C | B | ..... | Good. |
| Mary J. Sproul | Cumberland | C | B | ..... | Good. |
| Isabel C Cobb | Yarmouth | D | C | ..... | Good. |
| Emily F. Goudey | " | C | * | ..... | Good. |
| Gertrude L. Ross | Hants | D | C | ..... | Good. |
| Lizzie Hibbert | Yarmouth | C | B | ..... | Superior. |
| Maggie Creighton | Pictou | C | B | ..... | Good. |
| Marion Park | " | C | * | ..... | ..... |
| Cassie Davidson | Kings | C | B | ..... | Good. |
| Mary Moseley | Halifax | C | B | ..... | Good. |
| Joel R. Fritz | Annapolis | C | C | ..... | Good. |
| J. Willard Litch | " | C | B | ..... | Good. |
| Alex. J. McDonald | Inverness | C | * | ..... | ..... |
| John MacIntosh | " | D | C | ..... | Good. |
| Fletcher Mitchell | Kings | C | * | ..... | ..... |
| Stewart McPhie | Inverness | C | * | ..... | ..... |
| Harvey Murray | Colchester | .. | * | ..... | ..... |
| William Creelman | " | .. | C | ..... | Fair. |
| Charles McIntosh | Pictou | .. | B | ..... | Good. |
| John E. Sayre | Cumberland | D | C | Fair. | Fair. |
| Robert Hoseason | Annapolis | C | * | ..... | ..... |
| William Harvey | Kings | .. | .. | ..... | Fair. |
| Jordan Smith | Hants | C | B | ..... | Good. |
| George McLeod | Queens | B | * | ..... | ..... |
| Isabella Smith | Halifax | C | C | ..... | ..... |
| Maggie Moody | " | B | B | ..... | Superior. |
| Bertha Ruggles | Digby | D | C | ..... | Good. |
| Frances Gray | Annapolis | .. | C | ..... | Good. |
| Ellen A. Carter | Cumberland | C | B | ..... | Good. |
| Minnie Kerr | " | C | * | Fair. | ..... |
| Cassie Gray | Colchester | C | * | ..... | ..... |
| Mary A. McLeod | " | C | * | ..... | ..... |
| Augusta Davison | " | C | * | Good. | ..... |
| Sara Creelman | " | C | B | Good. | Superior. |
| Annie E. Anderson | Annapolis | C | B | ..... | Good. |
| Etta J. Yuill | Colchester | C | B | ..... | Good. |
| Jeanie Rettie | " | .. | B | ..... | Superior. |
| Lily E. McColough | " | C | B | Fair. | ..... |
| Julia Brown | Hants | C | B | ..... | Good. |

NORMAL SCHOOL.—(*Continued.*)

| Name. | County. | Grade of License on entering. | Grade of License obtained. | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| Millie Cameron ..... | Pictou..... | C | B | ..... | Good. |
| Isabel Brodie ..... | Halifax..... | B | B | ..... | Good. |
| Bessie Warner..... | " ..... | B | * | ..... | Superior. |
| Blanche McLatchy .... | Hants ..... | C | B | ..... | Superior. |
| Annie M. Grant..... | " ..... | C | B | ..... | Good. |
| Annie L. Bayer ..... | Halifax..... | C | * | ..... | Good. |
| Harriet Hamilton .. .. | " ..... | C | * | ..... | Fair. |
| Hattie L. Flowers .. .. | " ..... | B | B | ..... | Good. |
| A. Matilda Cunningham | " ..... | C | B | ..... | Good. |
| Sophia M. Fraser .. . | Pictou ..... | D | C | ..... | Fair. |
| Minnie McCulloch.. .. | Hants ..... | D | * | ..... | ..... |
| Ida Holloway ..... | Halifax..... | C | C | ..... | Fair. |
| Mary A. S. Holloway.. | " ..... | C | B | ..... | Good. |
| Sadie M. Wallace .. .. | Hants ..... | C | B | ..... | Good. |
| Annie M. Matheson .. | Cape Breton.. | C | B | ..... | Good. |
| Eva L. Reed.. ..... | Annapolis.... | C | B | ..... | Good. |
| Maud Fitch..... | Kings.. .. .. | D | C | ..... | Fair. |
| Annie Hislop ..... | Colchester .. | C | B | Fair. | Fair. |
| Jessie M. Hislop..... | " .. | .. | B | ..... | Fair. |
| Emma Franklin ..... | " .. | .. | B | ..... | Fair. |
| Lophemia Richardson.. | " .. | .. | B | ..... | Fair. |
| Alice M. Fuller ..... | Kings ..... | C | * | ..... | ..... |
| Martha J. Fuller..... | " ..... | C | B | ..... | Good. |
| Lily A. Scott ..... | Hants ..... | B | * | Good. | Superior. |
| Elizabeth H. Stewart .. | Pictou ..... | B | * | ..... | Superior. |
| Beriah S. Banks ..... | Annapolis.... | C | B | ..... | Good. |
| Guilford Marshall .. .. | " .... | C | * | ..... | Good. |
| William Eldridge .. .. | Digby ..... | C | * | Good. | ..... |
| Jessie McQueen ..... | Pictou..... | C | B | ..... | Superior. |
| Emma A. Gilman .. .. | Yarmouth.. .. | C | B | Superior. | ..... |
| Calista Worth ..... | Inverness.... | .. | D | ..... | Fair. |
| Mabel F. Rose..... | Yarmouth.. .. | D | C | ..... | Good. |
| Melbourne Whitman .. | Annapolis. ... | D | C | ..... | Fair. |
| Allan McIntosh ..... | Cumberland.. | D | C | ..... | Fair. |
| Samphard Egan ..... | " .. | D | C | ..... | Fair. |
| Stanley Leonard ..... | Annapolis . .. | .. | C | ..... | Fair. |
| Maggie Murray .. .... | Pictou .. .... | .. | C | ..... | Good. |
| Janie Hamilton ..... | Colchester..... | D | C | Fair. | Good. |
| May Spencer .. ..... | " .... | D | C | Fair. | Good. |
| Sadie Douglas ..... | Hants.. .. .. | .. | .. | Fair. | Good. |
| Cassie Bill .. ..... | Kings ..... | D | .. | Fair. | Fair. |
| Mabel Lamphier ..... | Halifax..... | D | D | ..... | Fair. |
| Janie Stewart ..... | " ..... | .. | C | ..... | Good. |
| Minnie Archibald .. .. | " ..... | D | C | ..... | Fair. |
| Ella Pugsley .. ..... | Cumberland... | C | * | ..... | Good. |
| Melissa Osborne ..... | Halifax..... | D | C | ..... | Fair. |
| Tryphemia Crowe ..... | Colchester . .. | .. | D | Fair. | Fair. |

## NORMAL SCHOOL.—*(Continued.)*

| Name. | County. | Grade of License on entering. | Grade of License obtained. | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| Elizabeth Bond | Halifax | C | * | ..... | Good. |
| Ida Richardson | Colchester | D | C | Fair. | Good. |
| Emma Densmore | " | D | C | ..... | Good. |
| Martha Kirkpatrick | " | D | C | ..... | Fair. |
| Agnes Lane | " | .. | C | ..... | Fair. |
| Libbie Braden | Halifax | D | C* | ..... | Good. |
| Jane Shaw | " | D | C | ..... | Good. |
| Mary Zwicker | Lunenburg | D | D | ..... | Good. |
| Louise Kedy | " | D | C | ..... | Good. |
| Janie B. Cameron | Pictou | .. | C | ..... | Fair. |
| Mary Ryan | Colchester | .. | C | ..... | ..... |
| Elizabeth Hebb | Lunenburg | D | * | ..... | ..... |
| Maie Newcomb | Kings | .. | .. | ..... | Good. |
| Joanna McCart | Colchester | .. | D | ..... | Fair. |
| Janie Peers | Cumberland | D | C | Fair. | Good. |
| Emma Archibald | Halifax | D | * | ..... | ..... |
| Helen Clark | " | D | * | ..... | ..... |
| Mary J. McCully | Colchester | D | * | ..... | ..... |
| *Emma Burnett | " | .. | D | ..... | Fair. |
| Laura Spencer | Cape Breton | D | C | ..... | Good. |
| F. Ella McCarthy | Yarmouth | D | C | ..... | Good. |
| Isabella McCully | Colchester | .. | * | ..... | ..... |
| Minnie Hollensworth | " | .. | * | ..... | Fair. |
| Annie Best | Kings | D | C | ..... | Good. |
| Bessie Reid | Colchester | .. | D | ..... | Fair. |
| Annie McDonald | " | .. | C | ..... | Good. |
| Flora Clarke | " | .. | C | ..... | Fair. |
| Florrie McLeod | " | .. | C | ..... | Good. |
| May Rettie | " | .. | C | ..... | Good. |
| Emma Christie | " | .. | C | ..... | Good. |
| Minnie Turner | " | .. | C | ..... | Good. |
| Mattie Ford | Annapolis | .. | C | ..... | Fair. |
| Lillie Burgess | Kings | .. | C | ..... | Good. |
| Janie McPherson | Pictou | D | * | ..... | ..... |
| Ella Simms | Yarmouth | D | C | ..... | Good. |
| Annie McKenzie | Inverness | D | * | ..... | ..... |
| Sarah McKinnon | " | D | * | ..... | ..... |
| Ettie McPhee | Pictou | D | * | ..... | ..... |
| Eva M. Spicer | Kings | .. | C | ..... | Fair. |
| Alice Wallace | Hants | D | C | ..... | Good. |
| Lois A. McDougall | " | D | C | ..... | ..... |
| Hattie Copeland | Cumberland | .. | C | ..... | Good. |
| Eliza Pugsley | " | .. | C | ..... | Good. |
| *Mary Alice Sinclair | Antigonish | .. | D | ..... | Fair. |
| Mary McIntosh | Guysboro' | D | C | ..... | Good. |
| *Sarah Bruce | Annapolis | D | * | ..... | Fair. |
| Cassie Schurman | Cumberland | .. | D | ..... | Fair. |

## NORMAL SCHOOL.—(*Continued.*)

| Name. | County. | Grade of License on entering. | Grade of License obtained | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| Jennie Hunter | Hants | D | C | ..... | Good. |
| Florence Harvey | " | D | C | ..... | Good. |
| *Alice McDougall | " | .. | * | ..... | Fair. |
| Annie Harvey | " | D | * | ..... | ..... |
| Annie Cummings | Colchester | .. | C | ..... | Fair. |
| Roxenia Barnhill | " | .. | C | ..... | Fair. |
| Annie Hamilton | " | D | * | ..... | ..... |
| Rachel Pollock | " | D | * | ..... | ..... |
| Minnie McLean | " | .. | .. | ..... | Fair. |
| Alice Waddell | " | .. | D | ..... | Fair. |
| Isabel Thompson | Halifax | .. | D | ..... | Fair. |
| Carrie J. Daniels | Annapolis | D | C | ..... | Good. |
| A. Cora Eaton | Colchester | .. | D | ..... | Fair. |
| Emeline Tattrie | Pictou | D | * | ..... | ..... |
| Nellie Fulton | Colchester | D | C | ..... | Good. |
| Lizzie McLeod | " | D | * | ..... | ..... |
| Lillie McCurdy | " | .. | C | ..... | Good. |
| Joanna A. Dickie | " | .. | * | ..... | ..... |
| Hannah Kenty | Hants | D | * | ..... | ..... |
| Rebecca McDonald | Guysboro' | .. | C | ..... | Good. |
| Louise Tupper | Colchester | .. | C | ..... | Good. |
| Ada Megeney | Cumberland | .. | C | ..... | Good. |
| Ida C. Hynds | Colchester | .. | C | ..... | Fair. |
| Maude Rayne | " | .. | .. | ..... | Fair. |
| Howard Kempton | Annapolis | .. | C | ..... | Good. |
| Geo. Fitch | Kings | .. | D | ..... | Fair. |
| John Chisholm | Cumberland | .. | C | ..... | Fair. |
| Kate Pearce | " | .. | * | ..... | ..... |
| Charles Ilsley | Annapolis | .. | C | ..... | Fair. |
| Alex. Archibald | Colchester | .. | C | ..... | Fair. |
| Sophia McLeod | " | .. | C | ..... | Good. |
| Estelle E. Scott | Hants | .. | C | ..... | Good. |
| Frederic Bishop | Annapolis | .. | C | ..... | Good. |
| Earnest F. Hall | Kings | D | C | ..... | Fair. |
| Joseph Frame | Colchester | .. | C | ..... | Fair. |
| David McKay | Pictou | .. | D | ..... | Fair. |
| Robert Grant | " | .. | C | ..... | ..... |
| William Marshall | Annapolis | .. | C | ..... | Fair. |
| Bella Buckler | Colchester | D | * | Fair. | ..... |
| Frances Campbell | N. Brunswick | .. | D | ..... | Fair. |
| Henrietta McDonald | Pictou | D | C | ..... | Good. |
| Mary Yuill Christie | Colchester | .. | .. | Fair. | Fair. |
| Mabel Young | Pictou | .. | D | ..... | Fair. |
| Mary Belle Grant | " | .. | D | ..... | Fair. |
| Clara McPhie | " | .. | D | ..... | Fair. |
| Emily Percy | Kings | .. | .. | ..... | Fair. |
| Bessie Henderson | Colchester | .. | D | ..... | Fair. |

## NORMAL SCHOOL.—*(Continued.)*

| Name. | County. | Grade of License on entering. | Grade of License obtained. | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| ie Campbell. . . . . | Victoria. . . . . | .. | D | ..... | Fair. |
| McDonald. . . . . | Richmond . . . | .. | .. | ..... | Fair. |
| e Dickie. . . . . | Colchester. . . . | .. | .. | ..... | Fair. |
| Burney . . . . . | Annapolis. . . . | .. | D | ..... | Fair. |
| Fader. . . . . | Halifax. . . . . | .. | D | ..... | Fair. |
| Pettis. . . . . | Cumberland . . | .. | .. | ..... | Fair. |
| rine L. McLean. . | Colchester . . . | .. | D | ..... | Fair. |
| et Probert . . . . . | " . . . | .. | .. | ..... | Fair. |
| Lloyd Bayley . . . | Jamaica. . . . . | .. | * | ..... | .... |
| m D'Entremont. . | Yarmouth . . . | .. | D | ..... | Fair. |
| a Surette . . . . . | " . . . | .. | .. | ..... | Fair. |
| le Richard. . . . . | " . . . | .. | D | ..... | Fair. |
| ie Lindsay. . . . . | Colchester . . . | .. | .. | ..... | Fair. |
| Ellis Reid . . . . . | Pictou . . . . . | .. | .. | ..... | Fair. |
| Johnston . . . . . | Colchester . . . | .. | .. | ..... | Fair. |
| McNutt. . . . . | " . . . | .. | .. | ..... | .... |
| Hatfield . . . . . | Cumberland . . | .. | .. | ..... | Fair. |
| l Shaw. . . . . | Pictou. . . . . | .. | D | ..... | Fair. |
| es Irving. . . . . | Annapolis. . . . | .. | .. | ..... | Fair. |
| nce McDougall. . . | Antigonish. . . | .. | .. | ..... | .... |
| Cuttle . . . . . | Colchester . . . | .. | D | Fair. | Fair. |
| McDougall . . . . | Cumberland . . | C | C | Good. | Good. |
| E. King. . . . . | Colchester . . . | ... | C | ..... | Fair. |
| Elderkin . . . . . | Hants . . . . . | C | * | Good. | .... |
| W. Byers. . . . . | Colchester . . . | D | C | Good. | .... |

## NORMAL SCHOOL.

| Year. | No. of Teachers. | STUDENTS. | | | | | EXPENDITURE. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total number enrolled. | Attended full Session. | Attended part of Session. | Average time of attendance in weeks. | Received Licenses. | Salaries of Teachers. | Salary of Janitor. | Fuel. | Contingencies—Stationery, &c. | Total. |
| 1885 ..... | 6 | 205 | 97 | 108 | 28½ | 140 | $4600 | $350 | $177 | $418 89 | $5545 89 |
| 1884 ..... | 6 | 129 | 92 | 37 | 30 | 92 | 4650 | 350 | 151 | 313 30 | 5464 30 |

## MODEL SCHOOL.

| Year | No. of Teachers. | PUPILS. | | | | | EXPENDITURE. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. registered—Winter Term. | Average daily attendance—Winter Term. | No. registered—Summer Term. | Average daily attendance—Summer Term. | Total No. different pupils registered during year. | Salaries of Teachers. | Amount received from Province. | Expended on Buildings and Grounds. | Cost of Fuel. | Salary of Janitors. | Insurance. | Total. |
| 1885 ..... | .... | 807 | 611 | 874 | 646 | 990 | $5075 | $800 | $305.72 | $200 | $275 | $77 | $6732.72 |
| 1884 ..... | 13 | 745 | 569 | 823 | 616 | 1018 | 5075 | 800 | 204.00 | 250 | 285 | 78 | 6692.00 |

# APPENDIX B.

# *REPORTS OF INSPECTORS OF SCHOOLS.*

## DISTRICT No. 1.—CITY AND COUNTY OF HALIFAX.

HINKLE CONDON, *Inspector.*

SIR,—

The year just closed has witnessed what must be of special interest to all who feel the necessity of developing, to their utmost, the mental resources of the young. We refer to the passing of the "Act to Encourage Academic Education." The opening of the Halifax High School, in accordance with the provisions of this Act, free to all, irrespective of sex, who prove themselves desirous of higher education, may be said to mark a new and important era in our educational history.

It may not, therefore, be out of place, at this time, to review, cursorily, the public school work of District No. 1, since its inception in 1864. The general public can have but little conception of the large amount of work done at the commencement, by those interested in education, in overcoming inertia, counteracting opposition, and awakening a wholesome public sentiment in favor of the new order of things; so that the Sections themselves would carry out the provisions of the law and secure school privileges for their children. This is emphatically true of my predecessors in office, and of those gentlemen who formed the Boards of Commissioners. An important part of their business was to lay off new Sections and define their boundaries, which was a task often very disagreeable, on account of the obstructions caused by prejudice and obstinacy. They were frequently compelled to use their power of appointing trustees, so that the educational interests of the Section should not suffer from the indifference of a selfish majority. Much firmness was required on their part in demanding the provision of adequate school accommodation, and in condemning unfit buildings; in finally settling the question as to disputed sites, and adjusting

the claims of sections in regard to being placed on the poor list. The names of many of these gentlemen, some of whom have passed away, deserve grateful remembrance for the public spirit they exhibited in the discharge of their duties, which often called for no small measure of skill, tact and forbearance. There will always be a certain amount of opposition whenever any educational advance is projected, but we may presume that no reasonable measure will ever meet the wide-spread opposition that assailed the establishment of our public school system. Ignorance can never be so prevalent as before its inception, and those who have enjoyed its advantages will be anxious to see them continued and extended.

Since 1864, no less than 109 school-houses, containing 127 departments, have been provided; of these 71 have been built since 1872. The amount of money voted for buildings and repairs, as given in the statistical tables, does not, by any means, represent the sum expended; for example, the cost of 3 of the 5 houses built during the past year, was met by subscription.

Annual meetings, in almost every section, are now convened as a matter of course; the supplies are voted, and school business transacted with far less friction than formerly; for mere factious opposition has largely died away. Some of these meetings would compare well with those held in the most favored localities, in the business-like order of their proceedings, and the provision made for the support of the school. The Minutes of these meetings for 1885, transmitted to the office, in many instances, were perfect as records of what may fairly be considered the most important business meeting of the year in any locality.

In spite of the fact that remuneration is often insufficient, our teachers are steadily improving. An increasing number of them are Normal School graduates; others go up every year to our annual examinations in order to obtain a higher grade, so that we are now supplied with several excellent female teachers holding a B license. This is a good omen, for the more scholarship possessed, all things being equal, the more efficient the teacher. The short course at the Normal School for teachers has proved decidedly beneficial. The number who attend our conventions, the excellence of the papers read, and the general tone of the discussions, all denote that interest in professional work which is an element of success.

In common with the rest of the world, we are becoming alive to the necessity of a scientific training of the senses, and the power of accurately representing the results of observation. As yet not much has been done in this direction; but a wise movement towards it has been made wherever the course of study is adopted in good faith. A vigorous prosecution of the studies therein prescribed will soon raise our schools to a higher plane, and bring them in line with advanced scholastic ideas.

Allow me now to submit to your notice the direct report for the school year ended October 31st, 1885:

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The action taken by the inhabitants of Grand Desert, and the voting of the sum of $250 for the support of the schools for the ensuing year, is, to my own mind, a very convincing proof of the increasing sense of the value of education evinced by these people.

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|---|---|
| For Building ..... | $1871 00 |
| " Grounds..... | 600 00 |
| " Desks..... | 289 00 |

Great care has been taken in the sanitary arrangements of these rooms, especially in regard to ventilation. The desks were manufactured by Mr. Misener of Dartmouth. Arrangements have been made for opening a school near the sugar refinery, which will, for a few weeks, be kept in a large room of a private house.

Tabulated, we have for 1885—

New sections formed, 2.
" houses, 5—with 7 departments.

| WINTER TERM. | | SUMMER TERM. | |
|---|---|---|---|
| No. Schools in session.... | 114 | No Schools in session.... | 122 |
| Pupils Registered..... | 4968 | Pupils Registered..... | 5316 |
| Grand Total Days..... | 316045 | Grand Total Days..... | 328371 |

Total number of different pupils during the year..... 6538

CLASSIFICATION OF TEACHERS.

| | Winter. | | | Summer. | | |
|---|---|---|---|---|---|---|
| | B. | C. | D. | B. | C. | D. |
| Male..... | 6 | 8 | 5 | 7 | 10 | 5 |
| Female..... | 4 | 51 | 40 | 5 | 56 | 41 |

CANDIDATES FOR LICENSES.

For 1884..... 96
" 1885.....110

One scarcely knows whether to feel the more of pride or regret at the fact that several of our best female teachers have been taken from us to fill excellent positions in the schools of Newfoundland and the United States, with salaries ranging from $450 to $840.

In reviewing the quality of the work done from year to year, especially in regard to the indispensable branches of Reading, Writing and Arithmetic, the remarks made cannot be of a particularly striking character. More attention is now paid to drill in articulation, and careful analysis of the lesson, in regard to meaning and points of geographical and historical interest connected with it. The comparative excellence of this exercise largely depends upon the ability of the teacher.

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Allow me here to remark that, as in many sections, schools could not exist without very substantial help from the County Fund; it should, therefore, be thoroughly understood that whatever diminishes the County Fund cripples the County Schools.

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place in a higher department; and, similarly, one admirably adapted to some particular grade equally ill-placed in a Primary school, to the detriment of both teacher and pupils. The necessary changes, made from time to time, have been carefully considered, and will be advantageous to all. If the great value of a good Primary teacher were more freely acknowledged, it would not be considered derogatory to professional dignity, as it often is, to be transferred from a higher grade to that department.

I have spent the usual time allotted to the City Schools, but my Report, handed in monthly, precludes the necessity of further minute details. I cannot, however, refrain, although at the risk of repetition, from expressing my personal satisfaction at the opening of a Free High School in the City of Halifax. It is certainly a matter of congratulation to those who know how to work and wait. This year thus sees the last barrier to Academic education removed, by the admission of girls. The advanced work done so faithfully by Miss Miller and Miss Mackintosh in Brunswick Street School has largely contributed to this result. So many of these girls, eager for knowledge, availing themselves of this new privilege, will become teachers that the wider scholarship and finer training of the High School will make its influence a leavening force in our Schools, both in the City and County. The increased efficiency of our Female Teachers alone, will soon repay the cost of their instruction many times over. But we make a great mistake when we insist upon a tangible return in dollars and cents from our educational expenditure. The results are too subtle and far-reaching for financial calculation. If our wealthy citizens will be loyal to it, and allow their own children to enter its classes, and complete the Course, instead of sending them away from home, the benefits flowing from it will be incalculable, not only in giving it tone and prestige, and securing a more liberal financial support, but, best of all, in producing educated citizens, in full sympathy with their native land and its institutions.

Respectfully submitted,

H. CONDON.

DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

## DISTRICT No. 2.—LUNENBURG AND QUEENS.

THOMAS R. PATTILLO, *Inspector.*

SIR,—

The following report of educational work in this District, No. 2, Counties of Lunenburg and Queens, for the year ending October 31, 1885, is respectfully submitted.

It affords me very great pleasure to state that the number of schools in operation, the enrolled attendance each term, the number of different pupils, and the grand total days' attendance, *exceeded those of any previous year.*

For the gratification of the ratepayers in these counties, that have not the privilege of reading your general report, and examining the statistics therein, I have placed here more of the items than usual, in which they are specially interested.

WINTER TERM, 1885.

| | Section. | School. | Pupils. | Boys. | Girls. | Grand Total Days' attendance. | Daily present. | Per cent. | Population. | Days in session. Term. |
|---|---|---|---|---|---|---|---|---|---|---|
| Lunenburg. | 137 | 139 | 5933 | 3179 | 2754 | 348,711 | 325,058 | 54.78 | 1 in 4.82 | 109.8 of 111 |
| Queens..... | 42 | 57 | 2041 | 1100 | 941 | 137,837 | 124,866 | 61.70 | 1 " 5.27 | 113.1 " 118 |

SUMMER TERM.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Lunenburg. | 137 | 129 | 5245 | 2559 | 2716 | 310,785 | 296,335 | 56.49 | 1 in 5.43 | 104.9 of 109 |
| Queens..... | 42 | 55 | 2088 | 1009 | 1079 | 131,258 | 129,039 | 67.80 | 1 " 5.16 | 104.9 " 109 |

Lunenburg had 7200 different pupils enrolled during the year, or 1 in 3.9 population, 1881. And only two sections without school any part of year.

Queens had 2535 different pupils enrolled during the year, or 1 in 4.1, population, 1881. And but one section without school any part of year.

AVERAGE ANNUAL SALARIES FROM SECTIONS.

Lunenburg:—Males, B—$256.00; C—$159.34; D—$111.70. Females, B—$150.00; C—$132.36; D—$110.69.

## NORMAL SCHOOL.—(*Continued.*)

| Name. | County. | Grade of License on entering. | Grade of License obtained | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| Jennie Hunter | Hants | D | C | ..... | Good. |
| Florence Harvey | " | D | C | ..... | Good. |
| *Alice McDougall | " | .. | * | ..... | Fair. |
| Annie Harvey | " | D | * | ..... | ..... |
| Annie Cummings | Colchester | .. | C | ..... | Fair. |
| Roxenia Barnhill | " | .. | C | ..... | Fair. |
| Annie Hamilton | " | D | * | ..... | ..... |
| Rachel Pollock | " | D | * | ..... | ..... |
| Minnie McLean | " | .. | .. | ..... | Fair. |
| Alice Waddell | " | .. | D | ..... | Fair. |
| Isabel Thompson | Halifax | .. | D | ..... | Fair. |
| Carrie J. Daniels | Annapolis | D | C | ..... | Good. |
| A. Cora Eaton | Colchester | .. | D | ..... | Fair. |
| Emeline Tattrie | Pictou | D | * | ..... | ..... |
| Nellie Fulton | Colchester | D | C | ..... | Good. |
| Lizzie McLeod | " | D | * | ..... | ..... |
| Lillie McCurdy | " | .. | C | ..... | Good. |
| Joanna A. Dickie | " | .. | * | ..... | ..... |
| Hannah Kenty | Hants | D | * | ..... | ..... |
| Rebecca McDonald | Guysboro' | .. | C | ..... | Good. |
| Louise Tupper | Colchester | .. | C | ..... | Good. |
| Ada Megeney | Cumberland | .. | C | ..... | Good. |
| Ida C. Hynds | Colchester | .. | C | ..... | Fair. |
| Maude Rayne | " | .. | .. | ..... | Fair. |
| Howard Kempton | Annapolis | .. | C | ..... | Good. |
| Geo. Fitch | Kings | .. | D | ..... | Fair. |
| John Chisholm | Cumberland | .. | C | ..... | Fair. |
| Kate Pearce | " | .. | * | ..... | ..... |
| Charles Ilsley | Annapolis | .. | C | ..... | Fair. |
| Alex. Archibald | Colchester | .. | C | ..... | Fair. |
| Sophia McLeod | " | .. | C | ..... | Good. |
| Estelle E. Scott | Hants | .. | C | ..... | Good. |
| Frederic Bishop | Annapolis | .. | C | ..... | Good. |
| Earnest F. Hall | Kings | D | C | ..... | Fair. |
| Joseph Frame | Colchester | .. | C | ..... | Fair. |
| David McKay | Pictou | .. | D | ..... | Fair. |
| Robert Grant | " | .. | C | ..... | ..... |
| William Marshall | Annapolis | .. | C | ..... | Fair. |
| Bella Buckler | Colchester | D | * | Fair. | ..... |
| Frances Campbell | N. Brunswick | .. | D | ..... | Fair. |
| Henrietta McDonald | Pictou | D | C | ..... | Good. |
| Mary Yuill Christie | Colchester | .. | .. | Fair. | Fair. |
| Mabel Young | Pictou | .. | D | ..... | Fair. |
| Mary Belle Grant | " | .. | D | ..... | Fair. |
| Clara McPhie | " | .. | D | ..... | Fair. |
| Emily Percy | Kings | .. | .. | ..... | Fair. |
| Bessie Henderson | Colchester | .. | D | ..... | Fair. |

## NORMAL SCHOOL.—*(Continued.)*

| Name. | County. | Grade of License on entering. | Grade of License obtained. | Normal Sch'l Diploma on entering. | Normal Sch'l Diploma obtained. |
|---|---|---|---|---|---|
| Maggie Campbell. . . . . | Victoria. . . . . | .. | D | ..... | Fair. |
| Bell McDonald. . . . . | Richmond . . . | .. | .. | ..... | Fair. |
| Minnie Dickie..... | Colchester. . . . | .. | .. | ..... | Fair. |
| Lizzie Burney ..... | Annapolis. . . . | .. | D | ..... | Fair. |
| Susie Fader..... | Halifax..... | .. | D | ..... | Fair. |
| Essie Pettis..... | Cumberland . . | .. | .. | ..... | Fair. |
| Catherine L. McLean. . | Colchester . . . | .. | D | ..... | Fair. |
| Harriet Probert ..... | " . . . | .. | .. | ..... | Fair. |
| Emily Lloyd Bayley . . . | Jamaica. . . . . | .. | * | ..... | .... |
| William D'Entremont. . | Yarmouth . . . | .. | D | ..... | Fair. |
| Martha Surette . . . . . | " . . . | .. | .. | ..... | Fair. |
| Angele Richard. . . . . | " . . . | .. | D | ..... | Fair. |
| Maggie Lindsay. . . . . | Colchester . . . | .. | .. | ..... | Fair. |
| Katie Ellis Reid ..... | Pictou ..... | .. | .. | ..... | Fair. |
| Mary Johnston ..... | Colchester . . . | .. | .. | ..... | Fair. |
| Mary McNutt..... | " . . . | .. | .. | ..... | .... |
| Byron Hatfield . . . . . | Cumberland . . | .. | .. | ..... | Fair. |
| Daniel Shaw. . . . . | Pictou. . . . . | .. | D | ..... | Fair. |
| Charles Irving..... | Annapolis. . . . | .. | .. | ..... | Fair. |
| Florence McDougall. . . | Antigonish. . . | .. | .. | ..... | .... |
| Mary Cuttle . . . . . | Colchester . . . | .. | D | Fair. | Fair. |
| James McDougall . . . . | Cumberland . . | C | C | Good. | Good. |
| Mary E. King..... | Colchester . . . | ... | C | ..... | Fair. |
| Ella Elderkin ..... | Hants ..... | C | * | Good. | .... |
| David W. Byers. . . . . | Colchester . . . | D | C | Good. | .... |

## NORMAL SCHOOL.

| Year. | No. of Teachers. | Students. | | | | | Expenditure. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Total number enrolled. | Attended full Session. | Attended part of Session. | Average time of attendance in weeks. | Received Licenses. | Salaries of Teachers. | Salary of Janitor. | Fuel. | Contingencies—Stationery, &c. | Total. |
| 1885 ..... | 6 | 205 | 97 | 108 | 28½ | 140 | $4600 | $350 | $177 | $418 89 | $5545 89 |
| 1884 ..... | 6 | 129 | 92 | 37 | 30 | 92 | 4650 | 350 | 151 | 313 30 | 5464 30 |

## MODEL SCHOOL.

| Year | No. of Teachers. | Pupils. | | | | | Expenditure. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No. registered—Winter Term. | Average daily attendance—Winter Term. | No. registered—Summer Term. | Average daily attendance—Summer Term. | Total No. different pupils registered during year. | Salaries of Teachers. | Amount received from Province. | Expended on Buildings and Grounds. | Cost of Fuel. | Salary of Janitors. | Insurance. | Total. |
| 1885 ..... | .... | 807 | 611 | 874 | 646 | 990 | $5075 | $800 | $305.72 | $200 | $275 | $77 | $6732.72 |
| 1884 ..... | 13 | 745 | 569 | 823 | 616 | 1018 | 5075 | 800 | 204.00 | 250 | 285 | 78 | 6692.00 |

# APPENDIX B.

# *REPORTS OF INSPECTORS OF SCHOOLS.*

## DISTRICT No. 1.—CITY AND COUNTY OF HALIFAX.

HINKLE CONDON, *Inspector.*

SIR,—

The year just closed has witnessed what must be of special interest to all who feel the necessity of developing, to their utmost, the mental resources of the young. We refer to the passing of the "Act to Encourage Academic Education." The opening of the Halifax High School, in accordance with the provisions of this Act, free to all, irrespective of sex, who prove themselves desirous of higher education, may be said to mark a new and important era in our educational history.

It may not, therefore, be out of place, at this time, to review, cursorily, the public school work of District No. 1, since its inception in 1864. The general public can have but little conception of the large amount of work done at the commencement, by those interested in education, in overcoming inertia, counteracting opposition, and awakening a wholesome public sentiment in favor of the new order of things; so that the Sections themselves would carry out the provisions of the law and secure school privileges for their children. This is emphatically true of my predecessors in office, and of those gentlemen who formed the Boards of Commissioners. An important part of their business was to lay off new Sections and define their boundaries, which was a task often very disagreeable, on account of the obstructions caused by prejudice and obstinacy. They were frequently compelled to use their power of appointing trustees, so that the educational interests of the Section should not suffer from the indifference of a selfish majority. Much firmness was required on their part in demanding the provision of adequate school accommodation, and in condemning unfit buildings; in finally settling the question as to disputed sites, and adjusting

the claims of sections in regard to being placed on the poor list. The names of many of these gentlemen, some of whom have passed away, deserve grateful remembrance for the public spirit they exhibited in the discharge of their duties, which often called for no small measure of skill, tact and forbearance. There will always be a certain amount of opposition whenever any educational advance is projected, but we may presume that no reasonable measure will ever meet the wide-spread opposition that assailed the establishment of our public school system. Ignorance can never be so prevalent as before its inception, and those who have enjoyed its advantages will be anxious to see them continued and extended.

Since 1864, no less than 109 school-houses, containing 127 departments, have been provided; of these 71 have been built since 1872. The amount of money voted for buildings and repairs, as given in the statistical tables, does not, by any means, represent the sum expended; for example, the cost of 3 of the 5 houses built during the past year, was met by subscription.

Annual meetings, in almost every section, are now convened as a matter of course; the supplies are voted, and school business transacted with far less friction than formerly; for mere factious opposition has largely died away. Some of these meetings would compare well with those held in the most favored localities, in the business-like order of their proceedings, and the provision made for the support of the school. The Minutes of these meetings for 1885, transmitted to the office, in many instances, were perfect as records of what may fairly be considered the most important business meeting of the year in any locality.

In spite of the fact that remuneration is often insufficient, our teachers are steadily improving. An increasing number of them are Normal School graduates; others go up every year to our annual examinations in order to obtain a higher grade, so that we are now supplied with several excellent female teachers holding a B license. This is a good omen, for the more scholarship possessed, all things being equal, the more efficient the teacher. The short course at the Normal School for teachers has proved decidedly beneficial. The number who attend our conventions, the excellence of the papers read, and the general tone of the discussions, all denote that interest in professional work which is an element of success.

In common with the rest of the world, we are becoming alive to the necessity of a scientific training of the senses, and the power of accurately representing the results of observation. As yet not much has been done in this direction; but a wise movement towards it has been made wherever the course of study is adopted in good faith. A vigorous prosecution of the studies therein prescribed will soon raise our schools to a higher plane, and bring them in line with advanced scholastic ideas.

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*City Schools.*—It should be borne in mind that a great organization like our Public School system requires time, in order that it may become the object of intelligent criticism. The more thoroughly it can be kept before the public the better for its interests. Teachers who are doing their work well will invite scrutiny, as they have everything to gain from publicity. The re-arrangement of the teachers has led to greater efficiency, as those who know can testify. Sometimes a teacher, peculiarly adapted to primary work, is found out of

place in a higher department; and, similarly, one admirably adapted to some particular grade equally ill-placed in a Primary school, to the detriment of both teacher and pupils. The necessary changes, made from time to time, have been carefully considered, and will be advantageous to all. If the great value of a good Primary teacher were more freely acknowledged, it would not be considered derogatory to professional dignity, as it often is, to be transferred from a higher grade to that department.

I have spent the usual time allotted to the City Schools, but my Report, handed in monthly, precludes the necessity of further minute details. I cannot, however, refrain, although at the risk of repetition, from expressing my personal satisfaction at the opening of a Free High School in the City of Halifax. It is certainly a matter of congratulation to those who know how to work and wait. This year thus sees the last barrier to Academic education removed, by the admission of girls. The advanced work done so faithfully by Miss Miller and Miss Mackintosh in Brunswick Street School has largely contributed to this result. So many of these girls, eager for knowledge, availing themselves of this new privilege, will become teachers that the wider scholarship and finer training of the High School will make its influence a leavening force in our Schools, both in the City and County. The increased efficiency of our Female Teachers alone, will soon repay the cost of their instruction many times over. But we make a great mistake when we insist upon a tangible return in dollars and cents from our educational expenditure. The results are too subtle and far-reaching for financial calculation. If our wealthy citizens will be loyal to it, and allow their own children to enter its classes, and complete the Course, instead of sending them away from home, the benefits flowing from it will be incalculable, not only in giving it tone and prestige, and securing a more liberal financial support, but, best of all, in producing educated citizens, in full sympathy with their native land and its institutions.

Respectfully submitted,

H. CONDON.

DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

## DISTRICT No. 2.—LUNENBURG AND QUEENS.

THOMAS R. PATTILLO, *Inspector.*

SIR,—

The following report of educational work in this District, No. 2, Counties of Lunenburg and Queens, for the year ending October 31, 1885, is respectfully submitted.

It affords me very great pleasure to state that the number of schools in operation, the enrolled attendance each term, the number of different pupils, and the grand total days' attendance, *exceeded those of any previous year.*

For the gratification of the ratepayers in these counties, that have not the privilege of reading your general report, and examining the statistics therein, I have placed here more of the items than usual, in which they are specially interested.

WINTER TERM, 1885.

| | Section. | School. | Pupils. | Boys. | Girls. | Grand Total Days' attendance. | Daily present. | Per cent. | Population. | Days in session. Term. |
|---|---|---|---|---|---|---|---|---|---|---|
| Lunenburg. | 137 | 139 | 5933 | 3179 | 2754 | 348,711 | 325,058 | 54.78 | 1 in 4.82 | 109.8 of 111 |
| Queens..... | 42 | 57 | 2041 | 1100 | 941 | 137,837 | 124,866 | 61.70 | 1 " 5.27 | 113.1 " 118 |

SUMMER TERM.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Lunenburg. | 137 | 129 | 5245 | 2559 | 2716 | 310,785 | 296,335 | 56.49 | 1 in 5.43 | 104.9 of 109 |
| Queens..... | 42 | 55 | 2088 | 1009 | 1079 | 131,258 | 129,039 | 67.80 | 1 " 5.16 | 104.9 " 109 |

Lunenburg had 7200 different pupils enrolled during the year, or 1 in 3.9 population, 1881. And only two sections without school any part of year.

Queens had 2535 different pupils enrolled during the year, or 1 in 4.1, population, 1881. And but one section without school any part of year.

AVERAGE ANNUAL SALARIES FROM SECTIONS.

Lunenburg:—Males, B—$256.00; C—$159.34; D—$111.70. Females, B—$150.00; C—$132.36; D—$110.69.

Queens:—Males, B—$266.66; C—$190.00; D—$108.00. Females, C—$131.37; D—$97.40.

Comparing the above with those of 1884 in Lunenburg, grades C and D, males, decreased 7 per cent., and D, females, increased 8 per cent.

In Queens, grades B and C, males, increased 5 per cent., and C and D, females, decreased slightly. In the remaining grades there was very little difference.

Continuing the comparison with 1884 in the District, the other items stand:—12 schools more in operation; 483 pupils more in attendance; 13676 days increase in grand total—all in favor of 1885.

Lunenburg. Amount voted at Annual Meetings, 1885, $16,299, decrease of $1,301. Amount distributed in Sections through County Fund, $8455.66, same as 1884. Amount Government Grant to Teachers, $9907, an increase of $684.

Queens. Amount voted at Annual Meetings, 1885, $5643, increase of $1959. Amount distributed by County Fund, $3113, same as 1884. Amount Government Grant to Teachers, $4228.81, an increase of $196.

That the rate of progress in this work may be more readily seen, I have taken the following *data* from the Records of Lunenburg County, covering a period of 15 years. As I have not the necessary documents for Queens, a similiar comparision cannot be presented now.

LUNENBURG COUNTY.—WINTER TERMS.

| | Schools. | Poor Sections. | Pupils. | County Fund. | Governm't Grant. | Grand Total Days. |
|---|---|---|---|---|---|---|
| 1870 | 83 | 36 | 4135 | $2972 | $2535 | 212,844 |
| 1875 | 108 | 26 | 5136 | 3375 | 3188 | 320,711 |
| 1880 | 112 | 14 | 5153 | 3375 | 4062 | 318,986 |
| 1885 | 139 | 19 | 5933 | 4287 | 5021 | 345,683 |
| SUMMER TERMS. | | | | | | |
| 1870 | 83 | 30 | 3699 | 2748 | 3020 | 234,284 |
| 1875 | 109 | 20 | 4367 | 3375 | 2869 | 240,773 |
| 1880 | 107 | 10 | 4198 | 3375 | 3773 | 226,886 |
| 1885 | 129 | 14 | 5245 | 4338 | 4886 | 301,875 |

As previously stated here, 7200 different pupils attended school some portion of the year in this (Lunenburg) County, upwards of 3000 more than in 1876, and 990 more than in 1880. While the increase in numbers in Queens has not been as marked, on account of the constant drainage by emigration, (the census of 1881 shewing

an increase of only 23 in ten years), a more general interest in the school work is noticeable.

Progress is further noticeable in the enlarged number and improved condition of school houses, outbuildings, school premises, &c. Forty school houses have been built within this District since 1880, *twenty-one* of them marking the first organization of education in the sections where they were erected. Five new buildings are now under contract and will be completed during the current year. During the same period,—the last five years,—a large number of houses have been enlarged and extensively repaired. A few sections wishing to build have experienced difficulty in obtaining possession of suitable sites.

The full influence for good exerted by the schools of the District is not easily estimated. Not only have one hundred and forty-one, out of one hundred and eighty-six teachers now employed, received therein the principal part of their training, but a more significant proof of the value of their operations can be found in the general benefits conferred on all classes of society. Prominent business men and public officials with whom I have conferred on the subject, bear pleasing testimony to the spread of popular intelligence in later years, through the operations of our Free School System. Evidence to the same effect is supplied directly to myself in the increasing ability of trustees to discharge efficiently the duties of their office.

By referring to the table of statistics, it will be observed that of 83 schools in operation in 1876, winter term, 43 p. c. were on the poor list, and received special aid, while in the corresponding term of 1885 only 14 p. c. of the 139 were thus helped. In the summer term of 1870, 36 p. c. of all the schools received the poor section aid, and in the same term of 1885 only 10 p. c. The judicious change made in the law in 1881, by which all sections have a first claim on the County Fund in proportion to number of teachers employed, has tended mainly to produce the above results. The recommendation in your report of 1883, now the law, by which weak sections (those on the poor and scattered list) were granted the privilege of employing any grade of teacher without detriment to their participation in the county fund, was an excellent one. By its application these sections have become more independent, and a greater interest in their schools has been awakened. It is to be regretted that the remaining suggestions in that report *(equally important)* were not also accepted, and incorporated in the law, as *reforms* would have been introduced into the system, which are very greatly needed.

The Course of Study has been followed in most of the graded and in many of the miscellaneous schools, in the ordinary branches, and considerable attention given to the lessons in industrial drawing, with pleasing results, but those on "Nature" have been mostly overlooked, principally through the *want* of the *aids*, which the trustees

neglected to supply. Until some power is given the Inspectors to furnish the necessary apparatus, which the officials refuse or neglect to obtain, the schools cannot reach the standard the outlay in other directions warrants.

The higher course made imperative in the schools for which it was designed, coupled with the examination of all seeking admission to them, has already given those institutions a status not previously held. The apparatus required to work them successfully and make them efficient will be supplied, *irrespective of the cost*, on account of the penalty attached to the failure. Were a similar *leverage* brought to bear on the trustees of miscellaneous schools the *apparatus* and *aids* so much needed there would soon be furnished.

At the examination of pupils for admission to the Liverpool High School in October, on the questions forwarded from the Education Office, all those enrolled the previous term (23) passed the test, with an average of 67.4, the highest obtaining 85, and the lowest 51. Seven (7) from Mr. Sprague's room, the preparatory department, were also successful, making an average 56.71; highest, 62; lowest, 52. One from A. J. McDougald's school, Milton, averaged 84, and another from Port Joli, 51. Seven students obtained admission through Provincial licenses. Thus, with an enrolment of 39, that institution commenced anew at the beginning of the current term. At a similar examination held in Lunenburg town on the same date as above, the most of the applicants made the required averages. I regret that these cannot be given here, as they have not been received. Unlike Liverpool, there was no class from the preparatory department direct, as a large one was graded into the High School in July, and formed a portion of those examined. One student only was examined from outside sections, who failed to pass. Four who did not quite reach the *minimum* average, I passed, by the authority of the Act, into the High School to study the branches of grade 8. This was done at the request of the trustees.

The Academic, or High School, departments having been honored by a visit from yourself last summer, and examined, I did not give them special attention on my inspectoral tour. The other departments were closely inspected. These I found satisfactorily taught—the order and discipline unexceptionally good. The drawings in Miss Jackson's room (Liverpool), executed by the pupils, were very creditable, and are deserving of special mention. It shows what our schools can accomplish with proper instruction.

The Milton, Brooklyn, Mill Village (advanced department), Bridgewater, Mahone Bay and Chester schools were also satisfactory, in respect to the work. The Primary departments in all of them, Mill Village excepted, were crowded, and the teachers, as a consequence, overworked.

Lunenburg town has since made ample provision in the enlarged

building for all the children in the section. Liverpool has decided to re-open next spring the department closed some years ago. The trustees of some other sections have been requested to provide increased accommodation at an early date.

A large majority of the miscellaneous schools made fair progress during the year, especially those in which the teachers were retained both terms. I hope the day is not far distant when all the teachers will be required to remain sufficiently long in a section to enable the character of the work done to be fairly tested. The school-houses were in good condition generally, and the most of the rooms kept tidy and clean. There were no serious errors in the returns during the year, and only one was sent back for correction. The registers, with few exceptions, were models of neatness.

The Act for Better Attendance was made operative in a number of sections last year, but did not receive that attention from the executive officers that will justify me in reporting it fairly tested. The trustees, with whom I conversed on the subject, admit the principle to be a correct one, but shrink from the responsibility of enforcing the penalties, which they fear will engender strife in their small settlements, and thus do more harm than good. At the last annual meetings of twenty sections that considered it only four made it operative.

The most noted improvements in the school buildings were :—the enlargement of the Lunenburg Academy by an additional story with French roof, which added very greatly to its outward appearance, and furnished ample accommodation for the large attendance; the erection by Martin's Point Section. of a very neat and commodious house, in a position much more desirable than that of the condemned one; the enlarging and extensive repairing of the school-houses in Upper Centre, Martin's Brook, and Fancy's, rendering them much more convenient and healthy than before.

Many of the buildings received special attention during vacation, in the shape of repairs, painting, cleansing, &c.

When the *memos.* were last issued to the trustees, I sent them a circular calling their attention to the following points:

1st. Trustees should provide their secretary with the rate roll, and authorize him in writing over their signatures, to collect the same.

2nd. Trustees should visit the school at least twice each term, to enable them to certify correctly to the returns.

3rd. Rates should be demanded and collected early in the school year, that the business may be closed up, and the books and vouchers handed to the auditors, at least three days before the annual meeting. I found this course necessary as comparatively few of the trustees

carried out the law in those particulars, and some of the sections had been led into expensive litigation through overlooking the first, while several secretaries had made trouble for themselves, and incurred losses by neglecting to attend to the third.

One hundred and twenty candidates applied for licenses last July, but a smaller percentage than usual succeeded, sufficient, however, to supply all the schools of the District, the current term, without having recourse to permissives.

For further particulars in respect to sections and schools, please refer to my notes of inspection, statistics and tables, already forwarded.

I have the honor to be,

Your obedient servant,

T. R. PATTILLO.

To DAVID ALLISON ESQ., LL. D.,
*Superintendent of Education.*

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## DISTRICT No. 3—SHELBURNE AND YARMOUTH.

A. C. A. DOANE, *Inspector.*

SIR,—In compliance with your request, I beg to submit a brief historical and comparative statement of the condition and progress of Education previous to and since the inception of the present Free School Act.

Owing to the want of complete records and statistics little can be said of the character of the schools of Shelburne and Yarmouth Counties in the early period of their settlement, but enough may be gathered to shew that the educational facilities of fifty or sixty years ago were very limited, and that only those possessed of wealth or considerable force of character could acquire more than the mere elements of a common school education. Yet it is evident that not a few persons of that time qualified themselves, either by home study or attendance at evening schools, for the business of life or for useful stations which they were afterward called upon to fill.

At first it may be well to state the situation of the counties referred to. Shelburne is the most southern county of Nova Scotia, and includes Cape Sable, its extreme point, noted for shipwrecks, especially that of the steamship Hungarian on the 14th of February, 1860, when all on board, crew and passengers, perished. There are

several settlements along its coast, the most important of which is Shelburne, originally called Port Razior. It was built by the Loyalists, who took refuge here after the Revolutionary war, and at one time contained twelve thousand inhabitants, then eclipsing Halifax. Governor Parr visited the place and named it Shelburne. It soon rapidly declined and became almost a "deserted village." More recently it has greatly improved, but has never regained its former prestige. The people of the county are mostly engaged in maritime pursuits, chiefly the fisheries, which are prosecuted with the utmost vigor.

Yarmouth County, bordering on the former, is the most south-western of the Province. Its chief town, Yarmouth, is by far the largest in western Nova Scotia. It is famous for the commercial enterprise of its inhabitants. A few years since the shipping owned in the town averaged twenty tons, for every resident in the township twelve tons, and in the county seven tons to each individual. The settlers along the coast of the county are mostly engaged in fisheries, and those in the interior in agriculture, both of which are productive industries.

The English inhabitants of these two counties are mainly descendants of settlers from New England, who came over in 1760 and 1761; and of the Loyalists before mentioned. In Yarmouth County there are several thriving settlements of French, descendants of some of those Acadians immortalized by Longfellow in his celebrated poem of Evangeline. Many of them can trace their lineage from the LaTours, D'Entremonts and other families of rank in France, of more than two hundred years ago.

*Educational History.*—As before stated, school statistics, preceding the Act of 1864, are so meagre that it is difficult to give anything like a complete statement of the number in operation or the nature of the instruction imparted. From Campbell's History of Yarmouth, we learn that in 1811 there were only three schools in the Township and four in the county. At that time the Yarmouth Grammar School was instituted by Government Commission. In this school in 1819, there were thirteen boys studying Latin. Other branches of study are not named. We are further informed that in 1826, the whole number of children at school in the county was 120. As the population was then a little over six thousand, the proportion at school was about one in fifty-one. Under the Act of 1828, an impetus appears to have been given to the establishment of schools, for we find on the records that twelve persons were licensed as teachers for that year. Nine others were licensed in 1829 and eleven in 1830.

The following table, taken from the Commissioners Records, will shew the number of schools and scholars for an decade.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| In 1827 | there were | 2 regular teachers | who taught | 60 | scholars, | of whom | none | were free. |
| " 1828 | " | 5 Licensed | " | 160 | " | 35 | " | |
| " 1829 | " | 10 | " | 350 | " | 65 | " | |
| " 1830 | " | 18 | " | 410 | " | 70 | " | |
| " 1831 | " | 35 | " | 1190 | " | 200 | " | |
| " 1832 | " | 38 | " | 1300 | " | 300 | " | |
| " 1833 | " | 50 | " | 1350 | " | 300 | " | |
| " 1834 | " | 46 | " | 1350 | " | 270 | " | |
| " 1835 | " | 54 | " | 1610 | " | 300 | " | |
| * 1837 | " | 53 | " | 1620 | " | 360 | " | |

* The numbers for 1836 are not given.

In 1836 an academy was founded under the control of the Yarmouth Education Society. It was supported by voluntary contribution, tuition fees, and an annual grant from the government, of one hundred and thirty pounds. It sometimes included two departments, under efficient teachers, and good work is said to have been accomplished. During the next decade there appears to have been continued improvement, though we do not find any tabulated records as in the past. Townships were divided into school districts, of which there were 41 in the county in 1841; and these were increased till in 1848 there were, according to Campbell's History, thirty-six schools in Yarmouth Township alone in which seventeen hundred pupils were taught, of whom, in accordance with the law of 1828, over three hundred were free scholars. The remainder paid tuition fees ranging from ten to twenty shillings per quarter. The proportion of population then at school was about one in five and three-tenths.

We have no data for Shelburne County as early as that for Yarmouth, but in the Commissioners' Records for 1826, mention is made of the division of the county into school districts, of which there were twenty-eight, and the employment of teachers for some of them. In 1832 twenty-four schools are reported, thirteen of them being called Minor Schools, and the remaining nine Major Schools. The number of pupils in attendance is not given for all of them, but estimating the remainder by what is entered, will make about four hundred and thirty in all. This would give about one in fourteen of the population, at school in that year. In 1840 there were thirty schools, fourteen of which were in Shelburne Township, and sixteen in Barrington. In 1841 a grammar school was established in each township. Ten years later there were twenty-two scholars in Shelburne township and twenty in Barrington. In 1863 the records give thirty schools for Shelburne and twenty-five for Barrington, with thirteen hundred pupils in attendance, making about one in eight and a half of the population, at school, or twelve per cent.

Up to this time many of the school houses were faultily constructed and poorly furnished, and there was a very inadequate supply of school material. The standard of qualification for teachers was low, and while there were a few well qualified and efficient, many obtained local licenses who could do little more than read, write and cipher, with perhaps a superficial acquaintance with geography and English grammar. Graded schools had barely come into existence, and not more than half a dozen houses in the two counties contained two or more rooms each.

Since the introduction of the Free School System in 1864, progressive improvement has been continuously manifest. More accurate and detailed statistics enable us to indicate progress with definiteness, and comparative tables shew conclusively the work of each year.

Just previous to that time a fine structure for educational purposes was erected in Yarmouth town at a cost of about $20,000. It is equipped with all modern school appliances, commodious in every respect, and suitably adapted to the object contemplated. Soon after, two other large and substantial school houses were built, one at Milton and the other at Lower Town, well furnished and supplied with all necessary school material. These three buildings, containing eight, seven and six departments respectively, under superior teachers, afford the inhabitants of Yarmouth advantages not surpassed by any town in the province.

In Shelburne a spacious building, having five apartments, was erected for an Academy, in which a fine staff of teachers has been working with marked success. The ratepayers of Lockeport have also had completed a fine house suited to the wants of the section, at a cost of over $5000, four of the departments of which are occupied with schools under the management of teachers who are doing good service in the instruction of the children of the Island.

In many other sections new houses have taken the place of old ones, and several have been built where there were none before. From 1864 to 1875 there were erected in Yarmouth County, forty-one houses at a cost of $55,580; and in Shelburne County, twenty-one houses at a cost of $20,038. The value of school property in Yarmouth County in 1869 was $71,400, and in Shelburne, $23,045. In 1879 it was, in Yarmouth. $81,020, and in Shelburne, $35,395. Many of the new school houses in their architectural designs, internal arrangements, furniture and equipments, with the surrounding play-grounds, are in keeping with the progress of the age, and a decided improvement on the older style of a former period.

The following table shows the number of sections, of schools in operation, of pupils in attendance, and the proportion of population at school in each county at the close of three successive decades:

| Dates. | Counties. | No. of Sect'ns. | Schools. | | Pupils. | | Diff't Pupils for the y'r. | Proport'n of Populat'n at School. |
|---|---|---|---|---|---|---|---|---|
| | | | Winter. | Summer. | Winter. | Summer. | | |
| 1865 | Yarmouth..... | 57 | 45 | 43 | 2023 | 1765 | Not | given. |
| | Shelburne..... | 56 | 24 | 47 | 1004 | 1600 | " | " |
| 1875 | Yarmouth .... | 67 | 77 | 80 | 4087 | 3986 | 5046 | 1 in 3.6 |
| | Shelburne .... | 65 | 44 | 51 | 2316 | 2412 | 3192 | 1 " 3.9 |
| 1885 | Yarmouth .... | 71 | 97 | 93 | 4622 | 4225 | 5504 | 1 " 4.05 |
| | Shelburne..... | 66 | 69 | 77 | 3025 | 3135 | 3841 | 1 " 3.88 |

TABLE SHEWING THE NUMBER AND SEX OF TEACHERS EMPLOYED IN 1875 AND 1885.

| Date. | County. | Winter Term. | | | | | | | | | | | Summer Term. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Males. | | | | Females. | | | | Total. | | | Males. | | | | Females. | | | | Total. | | |
| | | A. | B. | C. | D. | B. | C. | D. | E. | M | F. | T. | A. | B. | C. | D. | B. | C. | D. | E. | M | F. | F. |
| 1875 | Yarmouth ..... | 3 | 14 | 8 | 11 | ... | 23 | 11 | 8 | 36 | 42 | 78 | 2 | 11 | 3 | 2 | ... | 33 | 16 | 15 | 18 | 64 | 82 |
| | Shelburne..... | 1 | 6 | 6 | 1 | ... | 11 | 12 | 7 | 14 | 30 | 44 | ... | 8 | 3 | ... | ... | 15 | 11 | 14 | 11 | 40 | 51 |
| 1885 | Yarmouth. .... | 2 | 12 | 6 | 3 | 10 | 34 | 31 | ... | 23 | 75 | 98 | 2 | 7 | 2 | 3 | 10 | 36 | 33 | ... | 14 | 79 | 93 |
| | Shelburne..... | 1 | 7 | 7 | 3 | 3 | 23 | 26 | ... | 18 | 52 | 70 | 1 | 4 | 4 | 2 | 3 | 26 | 37 | ... | 11 | 66 | 77 |

From the preceding table it is evident that the work of teaching is passing more and more under the control of females. Formerly there was a much smaller per centage of that sex employed, and their services were for the most part confined to the elementary schools, and during the Summer Term only. Now, several of our most advanced schools are conducted by them, and that throughout the year. Out of one hundred and twenty-two teachers employed in this District during the Winter of 1875, fifty were males and seventy-two females; and out of one hundred and seventy-eight in 1885 forty-one were males and one hundred and twenty-seven females. It will also be observed that female teachers are rapidly advancing to the higher grades. In 1875 there were none above grade C, at present there are thirteen holding grade B, and a corresponding advance has been made in other grades.

The following table shews the results of the Teachers' Examinations held in this District in 1880 and subsequently:

| Dates. | County. | No. of Candidates. | Obtained Licenses. | | | Failures. |
|---|---|---|---|---|---|---|
| | | | B | C | D | |
| 1880.... | Yarmouth..... | 30 | 3 | 3 | 6 | 18 |
| " .... | Shelburne..... | 25 | .. | 2 | 8 | 15 |
| 1881.... | Yarmouth..... | 20 | 1 | 3 | 7 | 9 |
| " .... | Shelburne..... | 28 | .. | 6 | 12 | 10 |
| 1882.... | Yarmouth..... | 33 | .. | 4 | 12 | 17 |
| " .... | Shelburne..... | 37 | 2 | 10 | 18 | 7 |
| 1883.... | Yarmouth..... | 40 | 2 | 8 | 16 | 14 |
| " .... | Shelburne..... | 31 | 1 | 7 | 9 | 14 |
| 1884.... | Yarmouth..... | 35 | 2 | 9 | 15 | 9 |
| " .... | Shelburne..... | 43 | 3 | 11 | 23 | 6 |
| 1885.... | Yarmouth..... | 27 | 1 | 10 | 13 | 3 |
| " .... | Shelburne..... | 45 | 3 | 16 | 11 | 15 |

This indicates that while the number of candidates has greatly increased the percentage of failures is mueh less than formerly; also, that there is a steady advance to the higher grades.

The next table shows the number who received instruction in the several branches at the period named.

## WINTER TERM.

| DATES. | COUNTY. | Music. | Reading. | Spelling. | N. S. Geography. | General Geography. | Drawing. | Writing. | Arithmetic. | Grammar and Analysis. | Canadian History. | British History. | Composition. | Book Keeping. | Chemistry. | Latin. | Algebra. | Geometry. | Navigation. | Practical Mathematics. | Natural Philosophy. | French. | Physiology. | Greek. | Universal History. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1875... | Yarmouth..... | 1786 | 3953 | 3164 | 845 | 1165 | 276 | 3802 | 3491 | 1331 | 383 | 513 | 664 | 218 | 61 | 10 | 175 | 195 | 31 | ... | 4 | ... | ... | ... | 102 |
| " ... | Shelburne .. ..... | 1288 | 2137 | 1183 | 612 | 522 | 204 | 2044 | 1965 | 850 | 254 | 299 | 322 | 84 | 56 | 34 | 124 | 105 | 3 | ... | 24 | ... | ... | ... | 7 |
| 1880... | Yarmouth..... | 1612 | 3911 | 3825 | 1111 | 1886 | 491 | 3456 | 3570 | 1660 | 324 | 869 | 806 | 169 | 61 | 30 | 171 | 132 | 44 | 93 | 53 | 460 | 40 | ... | .... |
| " ... | Shelburne..... | 1197 | 2540 | 2500 | 816 | 932 | 369 | 2084 | 2416 | 1129 | 162 | 647 | 324 | 100 | 41 | 46 | 204 | 132 | 25 | 21 | 31 | 4 | ... | 2 | ..... |
| 1885... | Yarmouth..... | 1754 | 4569 | 4463 | 1635 | 2091 | 2344 | 4242 | 4402 | 1939 | 896 | 671 | 1080 | 307 | 54 | 25 | 269 | 143 | 11 | 10 | 58 | 762 | .. | 4 | 105 |
| " ... | Shelburne..... ..... | 834 | 2966 | 2946 | 879 | 1137 | 1677 | 2742 | 2848 | 1365 | 414 | 534 | 624 | 157 | 59 | 33 | 195 | 160 | 13 | 20 | 55 | 6 | 10 | 3 | 68 |

In reviewing the past of our educational history it is evident that although there is abundant room for more rapid improvement, yet progress is being made in all the great essentials designated by the late Doctor Forrester as "The What, the How, and the Who."

Here attention may be called to the progress made in the schools of the French Acadians. These people are certainly making praiseworthy efforts to secure for their children better advantages than were enjoyed by the preceding generation. This progress is partly due to national characteristics and partly to the influence of the clergy, notably the Rev. Father Quinan, first Inspector of Yarmouth County, who worked hard for the establishment of schools in his Parish, and as the Acadians readily co-operated they were very soon well supplied with educational advantages which they and their children promptly appreciated. More recently the Rev. Father Manning, Chairman of the Board of School Commissioners, has taken a lively interest in promoting schools among these people, so that now every section has its school, and of these six are graded.

PRESENT EDUCATIONAL CONDITION.—It is gratifying to state that the general condition of the schools is on the whole satisfactory, and that the attendance of late has been even better than usual. The tables shew the same number of sections as last year. Nineteen of these were without schools during the Winter Term, and fourteen during the Summer. Only three were destitute throughout the year, viz., McNutt's Island and Beaver Dam, in Shelburne District, and East River in Argyle District. The number of schools and departments in operation was one hundred and sixty-six in each term, being five more in Winter and one less in Summer than were reported last year. The following table tells its own tale. The comparison is with the corresponding terms of the preceding year:

| | Winter. | Increase. | Summer. | Increase. | Decrease. |
|---|---|---|---|---|---|
| Registered Pupils ..... | 7647 | 255 | 7360 | 298 | |
| Grand Total ..... | 500978 | 14291 | 471545 | 23379 | |
| Average Attendance ... | 4642 | 118 | 4717 | 245 | |
| Children not at School.. | 1488 | 65 | 1381 | .... | 250 |

No. of different pupils at school, 9345; increase, 312.

| | Summer. | Winter. |
|---|---|---|
| No. of Teachers in same section as previous term.... | 100 | 124 |
| " " removed to new sections..... | 40 | 37 |
| " new Teachers ..... | 28 | 9 |

AVERAGE ANNUAL SALARY OF TEACHERS, INCLUDING GOVERNMENT GRANT.

| | Males. | | | Females. | | |
|---|---|---|---|---|---|---|
| | A. & B. | C. | D. | B. | C. | D. |
| Shelburne..... | $404.28 | $304.74 | $245.86 | $328.32 | $237.17 | $173.32 |
| Yarmouth..... | 505.00 | 345.00 | 240.00 | 320.80 | 297.76 | 187.26 |

The amounts voted at the last annual meetings aggregate,

For salaries in Shelburne....$8848. In Yarmouth..$18965.
" building and repairs..... 1812. " " .. 880.

The recent changes in the list of prescribed books enable pupils to obtain a supply at a smaller cost than formerly, so that most of them now have what they need.

The schools generally are being better provided with apparatus. Large maps of the Hemispheres, of the Dominion, and other countries, Prang's Natural History Series, Prints and Diagrams, Dictionaries, Gazetteers and Globes are found in many sections, and a few others. as Lockeport, Shelburne and Yarmouth Town Schools have, in addition, Chemical and Philosophical apparatus, cabinets of minerals and collections of specimens of various objects in Natural History.

There have been in operation during the year twenty-five graded schools, fourteen of which have been made such within the past five years. Three will be added to the list during the current term. This may be regarded as an encouraging feature of educational advancement.

The academies of Shelburne and Yarmouth are being commendably sustained and it is hoped the recent academic attachment will operate for the promotion of higher and more thorough education in the future.

Prejudices against the prescribed Course of Study are gradually melting away. Teachers are learning that it is not only practicable, but very advantageous. Increasing attention is being paid to oral lessons, and some of them are very intelligently given, and exhibit marked ability on the part of the teachers.

On the whole it may safely be assumed that the educational work of the year has not been surpassed by any that preceded it, and that the outlook is not only hopeful but very encouraging.

I have the honor to be, Sir,

Your obedient servant,

A. C. A. DOANE.

DAVID ALLISON, ESQR., LL. D.
*Superintendent of Education.*

NOTE. I regret that owing to ill health I have been prevented from forwarding this report sooner. I hope it may not be too late. I beg to acknowledge my indebtedness to Principal Cameron, of Yarmouth,, for early school records of that county, to the Rev. Father Manning, of Eelbrook, for information about the Acadian schools previous to my visitation of them, and to the Rev. Mr. Richan, formerly inspector for Shelburne County, for valuable assistance in preparing much of this report.

A. C. A. D.

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## DISTRICT No. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., *Inspector.*

SIR,—

I have the honor to submit the following general report on the state of common school education in Inspectoral District No. 4, for the year ended October 31st, A. D., 1885. For more detailed information I beg leave to call your attention to the statistical tables, monthly reports, and notes of inspection, covering the same period.

The Commissioners of Schools at their annual meetings formed four new school sections, one in the District of Annapolis West, and three in the District of Clare. In consequence of the formation of these new sections there are now one hundred and eighty-two school sections in this Inspectoral District. With three exceptions these sections are regularly organized under the law, and are maintaining schools in most cases during the entire year. In a few of the outlying sections, in which the inhabitants are "poor and scattered," schools are kept during the summer term only. These sections last mentioned, are few in number and do not represent more than one twentieth of the population of this Inspectoral District.

At the inception of the present school system in 1864, this District was divided into one hundred and thirty-nine school sections, eighty-three of which were in the County of Annapolis, and fifty-six in the County of Digby. As indicated above, there are now one hundred and eighty-two sections, one hundred and four of which are in the County of Annapolis, and seventy-eight in the County of Digby. This increase of forty-three sections within a period of about twenty years is an indication of the popularity of the school law among the people. The efficiency of the schools has increased during the same period in an equal or greater ratio. At the present time almost every inhabitant of this District is living within the bounds of a regularly organized school section, a fact which did not exist previous to the inception of our present public school system.

It is gratifying to be able to report a gradual improvement in school accommodation. During the year four new school-houses have been erected, and several others have undergone extensive repairs. In general the school houses are creditable to the sections in which they stand, and furnish ample accommodation for all pupils.

A very few sections are still using buildings erected previous to the enactment of the present law. In six sections only a noticeable lack of school accommodation exists. In these the miscellaneous schools now kept should give place to graded schools. Three of these sections at last annual meetings, voted the necessary funds for enlarging the school-houses for this purpose, and there is reason to believe that the other three will do likewise in the near future. The creditable advance in regard both to school accommodation and to the character and style of school buildings, is very encouraging.

During the year there has been a perceptible increase in the quantity of apparatus. Most schools are fairly well supplied with maps, black-boards, and such smaller articles as drawing manuals, hand-bills, wall-cards, ball-frames, and Calkin's Object Lessons. Globes and dictionaries are also to be found in a fair percentage of the schools, but their presence is not so universal as could be wished. In order that every school may be properly equipped with all needed apparatus, Inspectors should be clothed with more explicit authority than they now possess in this regard.

The number and grade of teachers employed during the year will be found in the Statistical Tables. It will not be necessary to enumerate them in this report further than to state that in Annapolis County a large majority of the teachers hold first or second class licenses, while in the County of Digby third class teachers predominate. As a natural result of this, the schools in Annapolis County are, generally speaking, in a higher state of efficiency than those in Digby County. The graded schools in the latter County, however, compare very favorably with those of the same class in the former.

The teachers, as a class, have been laboring successfully during the year. Many of them have been doing excellent work, in consequence of which their schools have been found in a very satisfactory condition. Others of less experience are improving in their methods of teaching, and in ability to maintain discipline. In very few cases only have I found teachers discharging their duties in a perfunctory manner, and showing but little aptitude for imparting instruction. These latter soon leave the profession, either in consequence of conscious inability to fulfil the demands upon them, or because their worthlessness is soon apparent to a discriminating public.

Normal trained teachers are duly appreciated in most parts of this Inspectoral District. Trustees, whenever possible, secure the services

of such teachers in preference to those who are untrained in the art of teaching. This fact is exerting a powerful influence, and is causing yearly increasing numbers from this District to take a course of training at the Provincial Normal School. In view of the efficiency of that Institution under its present staff of Professors, I have considered it a pleasure as well as a duty, whenever an opportunity presented itself, to urge upon teachers and upon those aspiring to that position, the advantages to be derived from a course of training thereat. The gradual, and of late years somewhat rapid, increase in the number of Normal School graduates is very encouraging. A corresponding advance in the standing and efficiency of the schools and in the general education of the people is already noticeable, and is indicative of much good for the future. It would seem that the time had already come when the enlightened sentiment of the Country demanded trained teachers for the public schools, and when teachers who would command confidence and patronage must prepare themselves by systematic training to adorn the responsible position which they are required to fill. The Council of Public Instruction should lead public sentiment in this regard, and should require that all teachers who hold the higher grades of license, should also possess a Normal School diploma. An exception could well be made in the case of those possessing long experience in school work.

The prescribed Course of Study is being followed more or less closely in most of the schools. As about three-fourths of the schools are miscellaneous, under the charge of one teacher, some difficulty is experienced in adopting its entire provisions. This is especially the case in large schools, and where the attendance is irregular. In the graded schools it can be followed much more satisfactorily and with better results. The Course is, however, becoming more intelligible. Teachers are recognizing its value as a guide to sound, systematic instruction, and learning through practice to appreciate the good results which its adoption ensures.

The twenty-five French schools in the Municipality of Clare are necessarily more backward than the English schools in the other parts of my District. Several of these schools are too large for one teacher, even with the aid of an assistant, to manage with success. In five French sections, at least, the registered attendance is so great that graded schools should take the place of the miscellaneous schools now maintained. The rate-payers of these sections have had their attention called to this defect, and many of them admit the necessity of better organization. Three of these sections, it is believed, will grade their schools before the close of another year. The progress of the French schools is impeded by causes which do not exist in the English schools, and they are consequently much more elementary. The reasons are quite apparent. The teachers hold a low grade of license, chiefly in consequence of the difficulty which they experience in passing an examination in a foreign language. Their number must be supplemented by the issue of "permissive licenses" to persons oftentimes not well qualified, in

order that all the schools may be supplied. The pupils who do not understand English until some years after their entrance upon school life, are required to study both languages. The text-books being in English require to be translated from one language to the other in order to render passages, ideas, and problems, otherwise obscure, plain and intelligible to the pupils, who, owing to their limited knowledge of English cannot make an intelligent preparation of lessons in advance of recitation. The schools are in many cases too large. These causes all combine to retard the progress of the French schools, and to cause the work done therein to be elementary in its character. Under the circumstances named, these schools reflect credit upon the teachers and upon the people who sustain them in their work.

A serious hindrance to rapid progress in most schools, is the irregularity in attendance of pupils. This irregularity is, perhaps, no greater than can be expected among a people, many of whom require the services of their children at certain seasons of the year to assist them in agricultural operations. A few of the facts disclosed by the official returns from the schools of this District are as follows: The number of pupils daily present at school on an average for time in session, per one hundred registered, was about *fifty-seven* for the Winter Term, and *sixty-one* for the Summer Term. This fact, however, while strictly correct as regards the whole time in which the schools were open, is somewhat at variance with the actual attendance. Many of the pupils are not registered during the whole term. Some do not begin their attendance at the opening of the term, and others leave school permanently before the close of the term. When due allowance is made for these facts, it will be found that the actual attendance of pupils registered is about ten per cent. higher than the above stated. The proportion of the population at school during some portion of the year was one in every four of the inhabitants of the District, taking the census of 1881 as basis of calculation. While the evil consequences of irregularity in attendance at school affect not only those who absent themselves, but extend also to the teachers whose efforts are thereby partially frustrated, and to the pupils in regular attendance, whose progress is thereby somewhat impeded, yet it may be consoling to believe that the evils complained of are no greater than those which prevail in any country in which free schools are established. There is certainly much cause for encouragement to knew that our system of free schools is so firmly intrenched in the hearts of the people, that one-quarter of the whole population is to be found in the public schools during some portion of the year.

The optional compulsory attendance clause of the law, was adopted by comparatively few of the sections at the last annual meetings. The minutes of those meetings, so far as they have come to hand, show that the resolution in schedule A of the Act, was submitted to the decision of the rate-payers in but few instances, but that it was adopted in most sections in which it was voted upon. It has been

found where adopted in the past to have but little practical effect upon the attendance at school. The great majority of pupils within the ages fixed voluntarily attend school more than the full period prescribed, while those who do not, belong almost exclusively to the indigent members of the community from whom it would be almost impossible to collect the fines for non-compliance with the law. To be of any material benefit, the law should be made much more stringent.

The Academies at Annapolis and Digby have been under the charge of Mr. Alexander McRae and Mr. W. H. Magee, respectively during the year. These gentlemen have had much experience in their profession, and have done good work in these Institutions. A fair number of pupils have been receiving instruction in the studies of the High School Course recently prescribed. In some instances pupils have been admitted before they were properly qualified to enter upon those studies. The recent amendment to the law in regard to academic education, and the entrance examination prescribed under authority of that amendment, will cause these academies to take a higher rank and become high schools in reality. It remains to be seen, however, whether under present conditions they will be patronized by the Counties at large, or whether they will remain, as in the past, almost exclusively for the benefit of the towns in which they are established.

A successful Teacher's Association was held at Digby, on the thirtieth day of April and the day following. About seventy teachers were in attendance. In addition to ordinary routine business, a programme was presented including carefully prepared papers and lessons on the following topics, viz:—"A few Principles of Grammar logically Treated," by Mr. Geo. B. McGill; "Composition and how it should be Taught," by Mr. Wm. C. Parker; "The Art of Teaching," by Mr. W. G. Parsons; "Union among Teachers," by Mr. W. C. Jones; "An Illustrative Lesson on Primary Physics," by Mr. W. H. Magee; "An Object Lesson on Solids relative to Cubic Measure," by Miss Mary A. Wallace; and "An Object Lesson on Colours," by Miss Amelia E. Parker. The three lessons mentioned were taught to classes of pupils taken from the lower grades of the Digby schools, and were highly interesting and suggestive to the teachers present. The subjects of the foregoing programme were freely discussed by the members of the Association. The question-box also contributed its quota of grammatical, geographical, mathematical and legal questions for discussion and solution. In the absence of the Superintendent of Education, who had contributed so largely to the interest of former meetings, the public were entertained under the auspices of the Association at a lecture on "Francis Bacon," by the Rev. Mr. Fisher, of Granville Ferry, whose high reputation as a lecturer was fully sustained on this occasion. The meetings of the Association were replete with profit to the teachers present, and were fully equal to similar gatherings in former years.

In consequence of a serious accident I was laid aside from active service for two weeks during the Summer term. With this exception my official duties have engaged my unremitting attention during the entire year. The work of the Summer term can scarcely be accomplished under ordinary circumstances. This year a considerable number of the schools could not be inspected for the reason above mentioned. For detailed information on the subject of inspection, I beg leave to refer you to my Notes of Inspection and Monthly Reports for the year.

The general aspect of affairs in the Inspectoral District at the present time is decidedly encouraging. Although each year's progress may not be conspicuously apparent, yet it becomes very noticeable by contrasting the present with the period twenty years ago, when free schools were established. Within that period the number of school sections has been augmented by the formation of *forty-three* new sections, thereby placing schools within access of every inhabitant of the District, with the exception of perhaps one half dozen families. The style of school-buildings and furniture, and the supply of apparatus, have greatly improved. Many of the school-houses at the present time are very creditable structures, well adapted for the purposes intended, and exhibiting a marked contrast with those which they have superceded. The general educational attainments of the generation now entering upon the active pursuits of life are far in advance of those which their fathers possessed. The rigid examination which teachers are now required to pass, is a guarantee that they possess acquirements of no mean order, and that they are much better qualified for their work than the great majority of their predecessors. For every teacher under the old system who could boast of Normal School training, there are scores at the present day who possess this qualification in a higher degree. The circulation of periodicals devoted to the improvement of teachers in their profession was almost unknown here twenty years ago. At the present time more than one-half of the teachers in this District are regular subscribers for one or more of such standard educational papers as "The Canada School Journal," "The Home and School Supplement," or "The New England Journal of Education." Uniform Courses of Study for Common and High Schools, embracing not only the ordinary branches of study, but also the elements of the sciences have been recently introduced. The text-books now prescribed are far superior to those formerly used. The comparatively recent formation of Teachers' Associations under the sanction of the law for the promotion of the efficiency of the teaching service, has been productive of much benefit, and has been the means of establishing an *esprit de corps*, which did not formerly exist in the profession. These and other facts which might be mentioned are indicative of steady educational development under our present system—a development of which we have reason to be proud. There is still, however, much room for improvement. As much progress has been made in the past we are justified in believing that coming years will mark still greater advancement.

In conclusion, permit me to call your attention to a suggestion in my last year's report, in regard to the summer vacation. Under existing regulations, teachers of graded schools, with consent of trustees, are allowed an extra week, a privilege which is not accorded to teachers of miscellaneous schools. This discrimination is causing some dissatisfaction. If like privileges were granted to all, some Boards of Trustees would willingly grant the extra week, and teachers would be satisfied.

I have the honor to be, Sir,

Your obedient servant,

L. S. MORSE.

DAVID ALLISON, ESQ., L.L. D.
*Superintendent of Education.*

## DISTRICT No. 5.—KINGS AND HANTS.

COLIN W. ROSCOE, A. M., *Inspector.*

SIR,—

I have the honor to submit the following report of the Public Schools for Inspectoral District No. 5, for the year ending Oct. 31, 1885.

*Schools.*—There were 210 schools in operation during the Winter Term, taught by 216 teachers, and two licensed assistants. The number of pupils enrolled was 8997, and the attendance, 557,096 days. In summer 229 schools were in operation, which were taught by 240 teachers, three licensed and two unlicensed assistants. The number of pupils registered was 9612 and these attended 568687 days.

CLASS OF TEACHERS.

| GRADE— | A. | B. | C. | D. | Male. | Female. | Total. |
|---|---|---|---|---|---|---|---|
| Winter..... | 2 | 37 | 116 | 61 | 63 | 143 | 216 |
| Summer..... | 3 | 28 | 117 | 92 | 46 | 194 | 240 |

Number of pupils receiving Instruction in the various branches:

| WINTER TERM. | | SUMMER TERM. | |
|---|---|---|---|
| Reading | 8768 | Reading | 9399 |
| Spelling | 8793 | Spelling | 9229 |
| Writing | 8265 | Writing | 9399 |
| Arithmetic | 8664 | Arithmetic | 8959 |
| Geography | 6739 | Geography | 6844 |
| Grammar | 4953 | Grammar | 4461 |
| History | 4358 | History | 4038 |
| Drawing | 2964 | Drawing | 2810 |
| Geometry | 619 | Geometry | 724 |
| Algebra | 765 | Algebra | 761 |
| Physiology | 184 | Physiology | 316 |
| Composition | 1169 | Composition | 1454 |
| Latin | 134 | Latin | 102 |
| Book-keeping | 814 | Book-keeping | 294 |
| French | 10 | French | 34 |
| Greek | 13 | Greek | 7 |
| Practical Mathematics | 25 | Practical Mathematics | 23 |
| Physics | 37 | Physics | 5 |
| Navigation | 19 | Navigation | 5 |
| Chemistry | 140 | Chemistry | 116 |

I am pleased to be able to report that the number of schools in

in operation, the number of teachers employed, the number of pupils enrolled, and the attendance made, have been greater during the past year than for any previous year, in the history of the schools, in these two counties.

In 1880, A. D., Nova Scotia was divided into ten Inspectoral Districts, and those chosen to fill the office of Inspectors required to devote all their time to the interests of the schools in their respective Districts. As the years from 1880 to 1885—inclusive—represent the time the schools have been conducted under this new arrangement, I have thought a comparison of some of their leading features, during this period, may not prove uninteresting to you, and serve, in some measure, to indicate the progress being made.

The number of schools, teachers and pupils, and the attendance from 1880 to 1885, are compared in the following table:

WINTER.

| Date. | No. Schools. | No. Teachers. | No. Pupils. | Attendance. |
|---|---|---|---|---|
| 1880 | 178 | 194 | 8395 | 510172 |
| 1881 | 197 | 203 | 8866 | 541992 |
| 1882 | 198 | 208 | 8504 | 514431 |
| 1883 | 201 | 205 | 9030 | 555201 |
| 1884 | 209 | 217 | 9075 | 571051 |
| 1885 | 210 | 216 | 8997 | 557091 |
| | | SUMMER. | | |
| 1880 | 204 | 211 | 9044 | 506652 |
| 1881 | 210 | 217 | 9212 | 496913 |
| 1882 | 208 | 215 | 9032 | 514294 |
| 1883 | 213 | 220 | 9307 | 537703 |
| 1884 | 221 | 230 | 9338 | 546471 |
| 1885 | 229 | 240 | 9612 | 568687 |

The foregoing tables speak for themselves; and as far as teachers and schools and pupils are concerned, show a gradual increase. I am pleased to bear testimony to the faithfulness and earnestness of the teachers, and the efficiency of the schools, as a whole, during all these years. It would be overstating the case to say that all the schools had done the best work possible. There is a number of superior schools in this District, and there are also some very poor ones. The majority of the schools, however, may be ranked *good*. Since the introduction of the Course of Study for Common Schools in 1882, A. D., there has been a definite aim, on the part of most of the teachers to conform to its requirements so far as the condition and attainments of their schools would admit. The best work has been

found in the schools adhering most closely to the main features of the Course. It has made the schools more effective by giving to their work a "definite and continuous character." The part of the Course most neglected is that requiring oral instruction. I believe, when its aims are properly understood, all will admit that this neglected part is most useful. There is no doubt but time can be found in any school for considerable oral teaching. The preparation for this work inspires the teacher with new life and freshens on the whole school. Without this work, both teacher and school become prosy and do not keep pace with the advancing educational progress. It may require activity on the part of the teacher to overtake all that is demanded from him, but this will do good. Enliven the pupil and give him an earnest desire to know, and his power to study will be much increased. The day is upon us when teachers must be *alive.* The little, active, inquisitive children to be taught require, and *must have* teachers who can give all their powers play, at the proper time, and in the right direction. Teachers who cannot inspire their schools and keep them up to a fair standard, should not inflict their services upon school sections, in this age of progress. Let me say here that the lessons on Useful Knowledge in the School Readers, and those on Animals, Plants, Minerals, etc., etc., in the Course, should, in my opinion, receive careful attention in every school,—even the most miscellaneous. The thought awakened and the knowledge acquired in the performance of this, will so aid in other work, that it may be done much more rapidly.

In 1880, 1200 pupils were taught Linear Drawing, now nearly 3000 are receiving lessons in it. This, as will be noticed by reference to one of the foregoing tables, is not one-third of the number enrolled. In many schools it is never attempted. Contrary to the opinion of Professor Walter Smith, teachers imagine they cannot teach it without first undergoing a thorough training and drill under some competent teacher of the subject. Notwithstanding, I think commendable progress has been made in this department for the time and attention given to it; especially so, since comparatively little attention was given to it till a very recent date, yet I believe the number now receiving instruction in it, is much less than it should be. I am glad to notice that Botany will, in the future, have a place in the Syllabus for Teachers' Examinations and some hope such prominence may soon be given to Drawing, so that instead of one-third, at least three-fourths of the pupils in all the schools, may be taught this very useful branch.

*Graded Schools.*—The graded schools are becoming more and more popular; and when they are required by the number of children, and the financial standing of the section will admit of it, strenuous efforts are made to establish them. At the head of these schools stand the County Academies. At the commencement of the Summer Term of 1882, the High Schools of Kentville and Windsor were constituted County Academies, for Kings and Hants Counties, respectively. The Academic Departments of these schools were then opened, free from

charge, to all the pupils in these Counties, who passed the required examination to enter them. These two schools have, for the past 3½ years, done excellent work. For the past year, Mr. E. J. Tory had charge of the Academy in Windsor, and Mr. Angus McLeod of the one in Kentville. These schools continue to receive and deserve the confidence of the people. Both of them have fallen into line under the new "Act to Encourage Academic Education," and have passed the required entrance examination. By this examination 22 pupils were admitted into Windsor Academy and 33 into Kentville. These numbers have been increased by a supplementary examination to over 30 for Windsor and over 50 for Kentville. A second grade A teacher has been employed in Kentville, with a view of securing at least $1000 grant for the Academy. In future the amount of Provincial aid will depend upon the number of students giving evidence of having performed the work assigned in the High School Course. The school in Kentville has grown from three departments in 1880, to five in 1885, and Windsor, during the same time, has added four departments. The school has now ten departments in operation. The school in Hantsport has increased from three to five departments, and has employed a grade A teacher as principal. A claim will be made for $100 grant under the new Act. The schools in Maitland, Berwick and Wolfville have each three departments, and the remainder of the graded schools are composed of two departments each. The number of graded schools for the past winter was 26, representing 67 departments, and the number in summer was 21, representing 56 departments. The schools at Three Mile Plain and Burlington will be graded next term, and the people of St. Croix are making preparations for grading.

These schools, with few exceptions, have done excellent work. They have not only increased in number, as the following table will show, but have, year by year, increased in efficiency. They merit a more extended notice than space at my disposal will allow.

GRADED SCHOOLS.

| WINTER. | | | SUMMER. | | |
|---|---|---|---|---|---|
| Date. | No. of Schools. | No. of Departments. | Date. | No. of Schools. | No. of Departments. |
| 1880 | 17 | 45 | 1880 | 13 | 45 |
| 1881 | 21 | 52 | 1881 | 18 | 48 |
| 1882 | 23 | 59 | 1882 | 18 | 49 |
| 1883 | 21 | 55 | 1883 | 16 | 34 |
| 1884 | 25 | 62 | 1884 | 19 | 52 |
| 1885 | 16 | 67 | 1885 | 21 | 53 |

The increase in the number of graded schools—from 17, with 45 departments, in 1880, to 26, with 67 departments, in 1885, for the winter, and from 13, having 45 departments, in 1880, to 21, having 53 departments, in 1885, for the summer—is to me a pleasing indication of gradual and sure progress. Improvements may be made in some of these (1) by supplying more and better apparatus; (2) by engaging teachers for the year, instead of term; and (3) by securing teachers adapted to the primary grades. This, of course, means a greater outlay than at present, but it means more than a corresponding return for all the outlay.

The miscellaneous schools are doing good work. Many very small schools, kept open only one term in the year, are a great boon to the section in which they are sustained.

There is a gradual improvement in teaching the various branches of study. Perhaps no subject is more carefully taught than arithmetic. The unitary method has been a powerful means of leading children to investigate and reason, and thus help them over the intricacies of arithmetic. I attribute, in a large measure, the progress we have been able to show for the past five years, to the judicious use of the prescribed text-books on this subject. Grammar is taught orally more than formerly. When the new text-book was introduced, teachers and pupils found it a little difficult to adapt themselves to some of the changes made; but as they became familiar with the book and used it, as it was intended to be used, good progress was made. Heretofore the text-book was put in the hands of children far too early. They need to know a good deal of grammar, as well as other subjects, before the text-book can be used to profit. This knowledge should be gained through a long-continued course of oral lessons.

*Weak Schools.*—Pine Woods and Five Mile Plains, two weak sections composed of colored people, have had schools for a part of the year—the former for 6, and the latter for 10, months. A school has also been in operation to accommodate twelve children who live between Lake George and Lake Mills, at the distance of 4 miles from the school in either of these sections. The school was kept open three months and will be continued for part of the winter.

*Sections having no School.*—Six sections were without schools of any kind throughout the whole year, viz., Conqueral, North River, East Pereaux Mt., Crystal Wave, East Uniacke and East Noel. The first four of these are sections only in name, have no school-houses, and are accommodated to some extent in other sections. East Uniacke is building, and has voted money for a school next summer. East Noel was in an unsettled state till quite recently. The house was condemned and the people would not agree upon a site for a new one that the Commissioners would sanction. While the matter was in dispute—for one year—the section unwisely closed the school. I am pleased to learn that the difficulty has been arranged by a com-

promise; the school will be open for the winter and the school-house built next summer. Knowing these circumstances it is apparent that the number of sections having no school for the past year is as small as could reasonably be expected.

There are a few Sections that have school only one term in the year. Among these are some that could, by a little extra exertion, sustain a school for *ten* instead of six months as now. This would give all in the Section an opportunity to attend. Few Sections can afford to be without a school for the whole of either of the school terms without injustice to a number of pupils. The present mode of dividing the County School Fund favors these weak Sections, and in deciding the Sections to be placed on the "poor list," account should be taken of the amount of assessable property, the number of children, the kind of school, and the length of time the Section is willing to sustain it each year. These poor Sections should be encouraged to expect help somewhat in proportion to what they are willing to do for themselves. The Boards of School Commissioners fix the property qualification, not to exceed $10,000; and yet many Sections assessed for $5000, can, by means of the large attendance, sustain a school more easily than other Sections assessed for twice that sum. Whenever a Section receiving special aid, capable of sustaining a good school for the full year, is satisfied with a poor school for six months, the wisdom of continuing it on the poor list is, to say the least, doubtful.

*New Sections.*—Petitions will be presented at the next annual meeting of the Boards of Commissioners, for the formation of two new Sections. The first will include the settlement between Lake George and Lake Mills, in which school was kept last summer. To this will be added a part of North River Section. The remainder will be attached to Lake Mills where the children now attend school. There will thus be a new section formed without increasing the number of sections. The second will be at the Rawdon Gold Mines. There are about 100 men—some having families—working at the mines. The children of school age number 20. They propose to put up a school house and start a school as soon as they are formed into a section.

*Teachers' Association.*—The Seventh Annual Meeting of the Teachers' Association, for this District, was held at Hantsport, on the 28th and 29th October last. This Association has been the means of great benefit to the teachers attending it. Organized in 1879, it claims to be the first one established under the new Regulation of Council. Nothing has been allowed to interfere with the holding of its annual meetings. We have been fortunate to have the head of the Educational Department, the Superintendent of Education, attend all its meetings except one.

The written papers and the discussions have dealt with practical questions in which every teacher has an interest. Somewhat of a

departure from the usual plan was made at the last meeting, in having the Principal and Professors of the Normal School conduct part of the exercises. This and the teaching of the illustrative lessons are calculated to be of great value to those who have never attended that school. One hundred teachers were in attendance, and the meetings throughout were of unusual interest. The following programme of work was adhered to and well carried out :

How to Teach Grammar. .....Miss A. G. Jackson.
Lesson on Mineralogy.....S. E. Cohoon.
Elementary Arithmetic.....Prof. F. H. Eaton, M. A.
History and Geography, Sister Studies.....Miss Emma Ellis.
How to Conduct Class Exercises.....Principal J. B. Calkin, M. A.
Physical Geography.....Prof. J. B. Hall, Ph. D.
Prizes and Punishments.....Geo. J. Miller, Esq.
English Literature. .....Prof. E. M. Kierstead, M. A.

A public educational meeting was held in Churchill's Hall, on the evening of the 28th. Prof H. W. Smith, B. Sc., read an excellent paper on Agricultural Education, in which he outlined the course he intends to pursue, in his department, at the Normal School. He was followed by addresses from Dr. Allison, Dr. Hall and A. McN. Patterson, Esq., who, in a brief and interesting manner, set forth other phases of the subject of Education. The large audience listened with marked attention to the different speakers.

The teachers are much indebted to yourself, the Professors of the Normal School, Professor Kiersted, of Acadia College, and other distinguished gentlemen present, for assistance in the work of the Association. To the teacher who wants to keep in line with the new education, these meetings are invaluable; and it is much to be regretted that all teachers do not regard it as a duty to attend, and aid, when required to do so by the Executive Committee, in sustaining and increasing their usefulness.

Nicholsville, Hantsport, Burlington and Mount Pleasant sections have erected new houses during the past year. Hantsport has, by building a house for two departments, and reseating the principal's room in the main building, made ample room for five departments, and supplied fine accommodation for all the pupils in the Section. Burlington has also built a house for two departments, and has now a graded school in operation. The building is neat, comfortable, substantial and commodious. Mt. Pleasant erected a house in the Halifax portion of the section, and so far finished it as to use it for a summer school. Wolfville has made extensive repairs on the school house, improving its convenience, size and appearance. Many other sections have repaired less extensively.

Since 1880, A. D, 27 school houses have been built in the Counties of Kings and Hants. To those acquainted with the appearance of

the school houses previous to the New School Act in 1864, the school houses of to-day indicate an astonishing improvement. I am pleased to state that the teachers and trustees are awaking to the importance of improving the school grounds; and it is not an uncommon thing to find these surrounded by ornamental trees.

*School Inspection.*—All my time is devoted to the duties of my office. The correspondence, the payment of grants to teachers, and the preparation of statistical tables and other reports, consume considerable time. The work of school inspection, including the time spent in travelling to reach the schools, occupies the remainder. During the year I made 445 official visits to the schools, averaging from 1½ to 2 hours each. While a visit of 1½ hours is perhaps long enough for a small elementary school, it is far too short to make a careful examination of a large and advanced school. One thorough inspection continued three hours, or through the day, if necessary, once a year to schools not changing their teachers, would, I believe, be of more advantage to the teacher and the school, than two visits of half the length each. One hundred and ten teachers in this District, taught the summer in the same section in which they were engaged in winter. Thus it may be seen that nearly one-half of the schools have had their teachers for the year. I would suggest, for your consideration, that such schools be inspected at least once a year, and that the teacher and trustees be required to fill a blank form, giving in detail all information needed, for the term on which no inspection is made, this is to be sent to the Inspector before the close of the term. Such schools as these could easily adapt themselves to one term in a year. Many schools, however, not only change nearly all their pupils; but find it necessary and beneficial too, for various reasons, to change teachers each term. For these schools, the two terms as now seem preferable.

*Expenditure*—While many sections do nobly in providing for their schools, it is a fact that too many do not vote money at the annual meeting to enable the trustees to make such improvements as they think the sections need. I am pleased to report the generous provision made at the last annual meeting, by the following sections, viz: Windsor, $4000, Kentville, $1600, Wolfvile, $1100.

EXPENDITURE FOR SCHOOLS FOR DISTRICT NO. 5, COMPARED FOR SIX YEARS.

| Date. | Provincial Grant. | County Fund. | Sectional Assessment. | Total. |
|---|---|---|---|---|
| 1880 | $16727.00 | $12843.00 | $33098.00 | $62668.00 |
| 1881 | 17169.00 | 12843.00 | 33152.00 | 63164.00 |
| 1882 | 17512.00 | 12843.00 | 28578.00 | 58933.00 |
| 1883 | 18271.00 | 14047.00 | 38233.00 | 70551.00 |
| 1884 | 18566.00 | 14047.00 | 34621.00 | 67234.00 |
| 1885 | 19113.00 | 14047.00 | 39860.00 | 73020.00 |

I have forwarded to you reports of each month's work and now

send Notes of Inspection, Statistical Tables and other papers connected with the schools for the past year, to which I invite your attention and respectfully submit this report.

I have the honor to be, Sir,

Your obedient servant;

COLIN W. ROSCOE.

To DAVID ALLISON, ESQ., LL.D.
*Superintendent of Education.*

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## DISTRICT No. 6.—ANTIGONISH AND GUYSBOROUGH.

A. G. MACDONALD, *Inspector.*

SIR,—

My acquaintance with inspectoral work is so brief, dating only from May last, that this, my first report on the state of the schools and education in this District, comprising the Counties of Antigonish and Guysboro, will necessarily be less exhaustive than I could wish. I beg however, to supplement the information which I have already furnished you from time to time on educational matters, with the following observations; but, before doing so, permit me to recapitulate, for the benefit of the ordinary enquirer into the working of our school system, a few of the more important figures contained in my Tables of Statistics.

During the Winter Term of the school year ended Oct. 31st, last, there were 75 schools in operation in 65 out of 81 sections of Antigonish County, conducted by 77 teachers and assistants, classified as follows:—1 grade A., male; 16 grade B., 15 males, 1 female; 31 grade C., 13 males, 18 females; and 29 grade D., 12 males, 17 females; in all 41 males, 36 females. The total number of pupils registered was 2982, making a grand total days' attendance of 160029.

During the same term there were 73 schools in operation in 63 of the 92 sections of Guysboro' Co., conducted by as many teachers, classified thus: 1 grade A., male; 11 grade B., 10 M., 1 F.; 22 grade C., 5 M., 17 F.; 39 grade D., 6 M., 33 F.; in all 22 M., 51 F. Total pupils registered was 3160, making a grand total days' attendance of 166664.

During the Summer Term there were 84 schools in operation in 74 of the 81 sections of Antigonish Co., employing 85 teachers and assistants, classified thus:—2 grade A., 1 M., 1 F.; 15 grade B., 14 M., 1 F.; 32 grade C., 13 M., 19 F.; 36 grade D., 15 M., 22 F.; in all 43 males and 42 females. Total number of pupils registered was 3647, and the grand total days' attendance was 181752.

For the same term there were 85 schools in operation, in 78 out of

the 92 sections of Guysboro' Co., conducted by as many teachers classified thus:— 1 grade A., male; 7 grade B., 6 M., 1 F.; 22 grade C., 4 M., 18 F.; 55 Grade D., 9 M., 46 F.; in all 20 males and 65 females. Total number of pupils registered was 3428, making a grand total days' attendance of 179837.

Of the 16 sections having no school in Antigonish Co., during the winter term, the following ten had school the summer term, No. 7, Cape George; No. 11, Malignant Cove; No. 30, McAra's Brook; No. 16, Brown's Mountain: No. 33, Havre au Bouche; No. 49, West River; No. 52, Cross Roads, Ohio; No. 55, Big Clearing; No. 58, Beech Hill, and No. 80, St. Joseph's.

Only one section—and that a very poor and sparsely settled one—of the number having school during winter, closed down for the summer, namely, No, 79, Morven. On visiting this section last October, I succeeded in getting the school re-established for both terms of the current year.

Of the 29 sections that were without school during the Winter Term in the County of Guysboro' 19 had school in the Summer, namely: In Guysboro' Municipality—No. 4, South Intervale; No. 7, Alder River; No. 11, Ogden; No. 12, Salmon River Lakes; No. 29½, Birchtown, (colored); No. 33, South Merland; No. 39½, Sand Point; No. 40, Oyster Ponds; No. 45½, Coddle Harbor; No. 47, South Harbor; No. 52, Reserve Road, (colored); No. 54, Gosbee; and in St. Mary's—No. 5, Lower Caledonia; No. 10, Melrose; No. 12, Greenfield; No. 17, Liscomb Mills; No. 18, Middle Liscomb; No. 24, St. Mary's River; and No. 33, Two Mile Lake.

The following four had school during the Winter Term only: No. 19, Lower Liscomb; No. 26, Goshen; No. 32, Union; and No. 48, Giant's Lake. I visited these sections with a view to discover the reasons why the schools were closed. In the first, Lower Liscomb, the reason assigned, and correctly I believe, was that so many of the children of the section, which is at all times a weak one, attended upon the fishing during the summer, that there were few indeed left to attend school, and that consequently the amount derived from the County Fund would be so small as not to warrant the engaging a teacher during the Summer Term. The second, Goshen, had not yet replaced the school house burnt down about two years since. The trustees wished the section to forego a school for the summer, so that they might devote their energy and funds wholly to the erection of a new building. I regret to say that they did not carry out their intentions, so that this section, one of the wealthiest in the District, is still without a school house. I believe, however, that preparations are now making for building very soon. For this winter a rented building will be used, as was the case the last winter, for school purposes. In the third, Union, or Eight Island Lake Section, want of funds and paltry disagreements among the people deprived the children of the section of the benefits of a school. I met the trustees of this

section by appointment on Sept. 12th, and matters were so straightened out as to make the opening of the school the current term, with good prospects for the future, possible. The fourth, Giant's Lake, had no school for want of funds also. The section is sparsely settled and poor. The trustees informed me that it was partly in anticipation of a better school the current year than they usually have that they closed down for the summer.

The few sections remaining as having no school during any part of the year, with the exception of three or four that are extremely poor and with but few inhabitants, have but a nominal existence. As accurately as I could discover there are tracts of country, here and there, in most cases uninhabited, or rather uninhabitable, to which a name and a number were given at the time the present school law was introduced,—they are merely *potential* sections.

During the Summer Term I visited and examined all the schools in the County of Guysboro', and all but three of the schools in Antigonish Co., in all 165 visits, exclusive of visits to sections not having school. My progress in many parts of Guysboro' County was much slower than I anticipated before setting out on my tour of inspection. The condition of the *shore* roads is such that travel is difficult, often perilous, and always slow. West Liscomb, Port Beckerton, Fisherman's Harbor, Seal Harbor, Coddle Harbor and Dover Sections are accessible only by boat or onfoot. To visit these in the Winter Term will be next to impossible. Two new school houses have been finished exteriorly, floored and furnished, with new seats and desks, during the year—one at Seal Harbor, and one at Upper Caledonia, Guysboro' County, and the third at Upper North Grant, Antigonish County. Repairs, also, more or less extensive, including the completion, interiorly, of two school houses, were made to about a dozen school buildings. I regret to say that the school house at Boylston, Guysboro' County, was burnt down last fall, it is believed, by the hand of an incendiary. Quite a large portion of the rate-payers of this section have been and are still, agitating for the division of the section into two; and there are not wanting those who say, I hope incorrectly, that the school house was destroyed to remove an objection to the proposed division.

The *attendance* during the past term was, on the whole, satisfactory. The scarcity and low price of fish, and the unprecedented depression in gold-mining in Guysboro', forced a greater number into the industry of berry-picking, which is quite an extensive one along the whole Atlantic slope of Guysboro' County. I am credibly informed that this industry was the most profitable, if not the only, employment within the reach of the poorer classes during, at least, two months of the fall, and that a boy or a girl would earn at it from fifty to seventy-five cents daily. Diphtheria, also, which necessitated the temporary closing of the schools in most of the sections along the Strait of Canso, towards Guysboro',

operated unfavorably on the attendance. In this connection I beg to say that generally the poorest sections have evinced, as far as my experience goes, a better spirit in educational matters than their more favored neighbors. For example: Two-mile Lake section, with only five ratepayers, and Middleton section, Guysboro' County, with only four, maintained, all things considered, creditable schools last summer, while Glenelg section, apparently one of the wealthiest and most intelligent in the District, closed the school at vacation, on the plea of paucity of pupils, though the average attendance was nearly fifteen, and though the resident clergyman made every effort to keep the school in operation the whole time. I have met some trustees who would indignantly resent the charge of illiteracy or ignorance of the school law, if preferred against them, whose conduct would lead one to believe that they were appointed rather to frustrate than carry out the provisions of the Education Act. On the alleged plea of the poverty of the section, or the smallness of the attendance of pupils, they say they cannot undertake to engage a teacher, or provide sufficient facilities for the children of the section, when the real cause, in nine cases out of ten, of their artful and censurable conduct, is a selfish desire to avoid the payment of a paltry school tax.

The *teachers* of this district in a majority of cases, both in the graded and miscellaneous schools, are well qualified for, and devoted to, their work. That the school mirrors the teacher is beyond question. The scholarly, skilful, and energetic teacher never fails; he may have great difficulties to overcome, but to him they are not insuperable. To be sure, there are some who have no aptitude for the work, but is it not so with every other profession? That the outlook augurs well for the good teacher and ill for the poor one, may be learned from the fact that the demand for, and remuneration of, the best teachers, are yearly increasing. The majority of the graded schools and many of the miscellaneous ones are doing really excellent work I am convinced of this from personal examination, from the success of candidates coming up for teachers' licenses, and from the confidence they enjoy with pupils and ratepayers.

The *grading* though fair in most cases is, in some instances, not determined in the interests of the school, but to gratify the vanity or folly of parents. A teacher, so-called, after failing to get a school where he is known looks abroad for one and is successful. Towards the end of the term, to ingratiate himself with the parents of the pupils with a view to re-engagement, he takes advantage of the popular delusion that advanced books necessarily mean superior scholarship, and *advances* the struggling classes in the third and fourth readers to the fifth and sixth respectively;—and great is the new teacher in the section! The teacher who is guilty of such a professional crime leaves confusion as a heritage to his successor, but his greatness is not calculated to last long. I found it necessary to grade *backwards* in a few cases, with instructions to have no more grading until I should again visit the school.

I beg here briefly to refer to the disadvantages under which the French-speaking children labor as compared to their English-speaking neighbors. Indeed, it is not too much to say that the time spent by the former at school is almost wasted when no community of language exists between them and their teacher, which, I regret to say, is almost invariably the case in this District. Not understanding their reading lessons nor the instructions of their teacher they learn to *read* in a seemingly affected, dull, disagreeable monotone that is very unlike English reading. To make any real progress in the study of arithmetic when they do not understand the book or the teacher is simply impossible, and so with English grammar. I can bear testimony to the patient and pains-taking endeavors of the teacher in charge of the French-Acadian schools last summer, and also to the fruitlessness of these endeavors. The natural consequence of such a state of things is discouragement on the part of both teacher and pupil;—the former's work becomes perfunctory, and the latter, tiring of merely school government, becomes thoroughly averse to what he finds so uncongenial and unprofitable. The obvious remedy would be to have the French schools conducted by teachers conversant with the French language, or better still, with both the French and English languages. Such teachers however, are not available in this District; the syllabus of teachers' examinations is too formidable a barrier to be easily overcome by any but the English scholar. It may be said that incentives to the general study of the English language are necessary. Be it so—but a barrier of this kind cannot be an incentive. I think it will be admitted that the environment of the French-Acadian in English-speaking Nova Scotia forms a sufficient, and the most effectual, incentive to the study, on his part, of the English language. Of the eleven teachers in the following ten sections which are almost exclusively French, with over 600 registered pupils during the last term, two only pretend to know anything of French. The sections are:—Port Felix, Charlo's Cove, Larry's River, Monk's Head, Middle Pomket, West Arm Tracadie, Big Tracadie, East Tracadie, Hr. au Bouche (graded school,) and Back Settlement Hr. au Bouche.

In concluding this Report I beg to tender thanks to my predecessor, who resigned the position from failing health after rendering valuable service for over forty years to the cause of education in eastern Nova Scotia, for useful advice and information,—to the Commissioners of Schools and others in the district for kind offices towards me, and to yourself for the prompt and courteous attention I have always received in my official relations with the Education Office.

I have the honor to be, Sir,

Yours most respectfully,

A. G. MACDONALD.

To DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

## DISTRICT No. 8.*—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

SIR,—

I beg respectfully to submit the following Report upon the present condition of Education within the bounds of this District (No. 8) together with a note or two illustrative of the progress made in the Counties comprising the field of inspection, since the inception of the existing School Act, and especially during the year just closed.

By glancing over the map of Cape Breton, you will observe that the Counties of Inverness and Victoria combined, comprise considerably more than one-half of the land territory of the whole island—the extreme length from the Strait of Canseau in the south to Bay St. Lawrence in the north being 110 miles, and the area over 2500 square miles. In Inverness the face of the country is undulating, the roads are good, and travelling is comparatively easy. The land surface in Victoria is much more rugged and elevated. Here are the loftiest elevations in the Province—the towering "Sugar Loaf" and the mist-capped "Enfume." The Bras d'Or waters also make numerous indentations,—and over many a dark winding Cocytus does the plodding ferryman ply his weary oar—contributing not a little to the detention and annoyance of the wayfarer on his pilgrimage through this otherwise fine county. The southern, central and north-eastern portions of Inverness and nearly the whole of Victoria may be said to be exclusively peopled by the descendants of Scotch Highlanders—the old Spartan pioneers who were expatriated from their native hills more than half a century ago. There is an Irish settlement on the north-east branch of the Margaree in Inverness, while at Ingonish and Bay St. Lawrence in Victoria, and at Port Hood Island, Hillsboro', and along the central north-east Margaree and Big Baddeck, the people are largely of English Loyalist extraction. Along the shore of the northern arm of the Gulf of St. Lawrence dwells another race "with other customs and language," whose Acadian fathers, after their expulsion from Grand Pre in 1755, were like the Trojans of old "tossed about by sea and by land," until they finally secured quiet and peaceful homes among the fertile valleys and beautiful plateaus of Margaree and Cheticamp.

With the exception of the rugged hills and barrens in the far north—the undisputed domains of the moose and the cariboo—the whole of this expansive region has been within the last few years laid off with a view to the educational necessities of each locality into no fewer than 251 district school sections. This is an increase of 7 over the number reported in 1884. With one exception, however, the additions recently made resulted either from a readjustment of old boundary lines, or the sub-division of sections previously existing. To the School Boards to whom the law accords the initiative in the creation of school sections, a lasting debt of gratitude is due for

*Owing to illness of Inspector, the report of District No. 7 was not received in time to permit of publication in its natural order. It will be found following that of District No. 10.

found in the schools adhering most closely to the main features of the Course. It has made the schools more effective by giving to their work a "definite and continuous character." The part of the Course most neglected is that requiring oral instruction. I believe, when its aims are properly understood, all will admit that this neglected part is most useful. There is no doubt but time can be found in any school for considerable oral teaching. The preparation for this work inspires the teacher with new life and freshens on the whole school. Without this work, both teacher and school become prosy and do not keep pace with the advancing educational progress. It may require activity on the part of the teacher to overtake all that is demanded from him, but this will do good. Enliven the pupil and give him an earnest desire to know, and his power to study will be much increased. The day is upon us when teachers must be *alive.* The little, active, inquisitive children to be taught require, and *must have* teachers who can give all their powers play, at the proper time, and in the right direction. Teachers who cannot inspire their schools and keep them up to a fair standard, should not inflict their services upon school sections, in this age of progress. Let me say here that the lessons on Useful Knowledge in the School Readers, and those on Animals, Plants, Minerals, etc., etc., in the Course, should, in my opinion, receive careful attention in every school,—even the most miscellaneous. The thought awakened and the knowledge acquired in the performance of this, will so aid in other work, that it may be done much more rapidly.

In 1880, 1200 pupils were taught Linear Drawing, now nearly 3000 are receiving lessons in it. This, as will be noticed by reference to one of the foregoing tables, is not one-third of the number enrolled. In many schools it is never attempted. Contrary to the opinion of Professor Walter Smith, teachers imagine they cannot teach it without first undergoing a thorough training and drill under some competent teacher of the subject. Notwithstanding, I think commendable progress has been made in this department for the time and attention given to it; especially so, since comparatively little attention was given to it till a very recent date, yet I believe the number now receiving instruction in it, is much less than it should be. I am glad to notice that Botany will, in the future, have a place in the Syllabus for Teachers' Examinations and some hope such prominence may soon be given to Drawing, so that instead of one-third, at least three-fourths of the pupils in all the schools, may be taught this very useful branch.

*Graded Schools.*—The graded schools are becoming more and more popular; and when they are required by the number of children, and the financial standing of the section will admit of it, strenuous efforts are made to establish them. At the head of these schools stand the County Academies. At the commencement of the Summer Term of 1882, the High Schools of Kentville and Windsor were constituted County Academies, for Kings and Hants Counties, respectively. The Academic Departments of these schools were then opened, free from

charge, to all the pupils in these Counties, who passed the required examination to enter them. These two schools have, for the past 3½ years, done excellent work. For the past year, Mr. E. J. Tory had charge of the Academy in Windsor, and Mr. Angus McLeod of the one in Kentville. These schools continue to receive and deserve the confidence of the people. Both of them have fallen into line under the new "Act to Encourage Academic Education," and have passed the required entrance examination. By this examination 22 pupils were admitted into Windsor Academy and 33 into Kentville. These numbers have been increased by a supplementary examination to over 30 for Windsor and over 50 for Kentville. A second grade A teacher has been employed in Kentville, with a view of securing at least $1000 grant for the Academy. In future the amount of Provincial aid will depend upon the number of students giving evidence of having performed the work assigned in the High School Course. The school in Kentville has grown from three departments in 1880, to five in 1885, and Windsor, during the same time, has added four departments. The school has now ten departments in operation. The school in Hantsport has increased from three to five departments, and has employed a grade A teacher as principal. A claim will be made for $100 grant under the new Act. The schools in Maitland, Berwick and Wolfville have each three departments, and the remainder of the graded schools are composed of two departments each. The number of graded schools for the past winter was 26, representing 67 departments, and the number in summer was 21, representing 56 departments. The schools at Three Mile Plain and Burlington will be graded next term, and the people of St. Croix are making preparations for grading.

These schools, with few exceptions, have done excellent work. They have not only increased in number, as the following table will show, but have, year by year, increased in efficiency. They merit a more extended notice than space at my disposal will allow.

GRADED SCHOOLS.

| WINTER. | | | SUMMER. | | |
|---|---|---|---|---|---|
| Date. | No. of Schools. | No. of Departments. | Date. | No. of Scheols. | No. of Departments. |
| 1880 | 17 | 45 | 1880 | 13 | 45 |
| 1881 | 21 | 52 | 1881 | 18 | 48 |
| 1882 | 23 | 59 | 1882 | 18 | 49 |
| 1883 | 21 | 55 | 1883 | 16 | 34 |
| 1884 | 25 | 62 | 1884 | 19 | 52 |
| 1885 | 16 | 67 | 1885 | 21 | 53 |

The increase in the number of graded schools—from 17, with 45 departments, in 1880, to 26, with 67 departments, in 1885, for the winter, and from 13, having 45 departments, in 1880, to 21, having 53 departments, in 1885, for the summer—is to me a pleasing indication of gradual and sure progress. Improvements may be made in some of these (1) by supplying more and better apparatus; (2) by engaging teachers for the year, instead of term; and (3) by securing teachers adapted to the primary grades. This, of course, means a greater outlay than at present, but it means more than a corresponding return for all the outlay.

The miscellaneous schools are doing good work. Many very small schools, kept open only one term in the year, are a great boon to the section in which they are sustained.

There is a gradual improvement in teaching the various branches of study. Perhaps no subject is more carefully taught than arithmetic. The unitary method has been a powerful means of leading children to investigate and reason, and thus help them over the intricacies of arithmetic. I attribute, in a large measure, the progress we have been able to show for the past five years, to the judicious use of the prescribed text-books on this subject. Grammar is taught orally more than formerly. When the new text-book was introduced, teachers and pupils found it a little difficult to adapt themselves to some of the changes made; but as they became familiar with the book and used it, as it was intended to be used, good progress was made. Heretofore the text-book was put in the hands of children far too early. They need to know a good deal of grammar, as well as other subjects, before the text-book can be used to profit. This knowledge should be gained through a long-continued course of oral lessons.

*Weak Schools.*—Pine Woods and Five Mile Plains, two weak sections composed of colored people, have had schools for a part of the year—the former for 6, and the latter for 10, months. A school has also been in operation to accommodate twelve children who live between Lake George and Lake Mills, at the distance of 4 miles from the school in either of these sections. The school was kept open three months and will be continued for part of the winter.

*Sections having no School.*—Six sections were without schools of any kind throughout the whole year, viz., Conqueral, North River, East Pereaux Mt., Crystal Wave, East Uniacke and East Noel. The first four of these are sections only in name, have no school-houses, and are accommodated to some extent in other sections. East Uniacke is building, and has voted money for a school next summer. East Noel was in an unsettled state till quite recently. The house was condemned and the people would not agree upon a site for a new one that the Commissioners would sanction. While the matter was in dispute—for one year—the section unwisely closed the school. I am pleased to learn that the difficulty has been arranged by a com-

promise; the school will be open for the winter and the school-house built next summer. Knowing these circumstances it is apparent that the number of sections having no school for the past year is as small as could reasonably be expected.

There are a few Sections that have school only one term in the year. Among these are some that could, by a little extra exertion, sustain a school for *ten* instead of six months as now. This would give all in the Section an opportunity to attend. Few Sections can afford to be without a school for the whole of either of the school terms without injustice to a number of pupils. The present mode of dividing the County School Fund favors these weak Sections, and in deciding the Sections to be placed on the "poor list," account should be taken of the amount of assessable property, the number of children, the kind of school, and the length of time the Section is willing to sustain it each year. These poor Sections should be encouraged to expect help somewhat in proportion to what they are willing to do for themselves. The Boards of School Commissioners fix the property qualification, not to exceed $10,000; and yet many Sections assessed for $5000, can, by means of the large attendance, sustain a school more easily than other Sections assessed for twice that sum. Whenever a Section receiving special aid, capable of sustaining a good school for the full year, is satisfied with a poor school for six months, the wisdom of continuing it on the poor list is, to say the least, doubtful.

*New Sections.*—Petitions will be presented at the next annual meeting of the Boards of Commissioners, for the formation of two new Sections. The first will include the settlement between Lake George and Lake Mills, in which school was kept last summer. To this will be added a part of North River Section. The remainder will be attached to Lake Mills where the children now attend school. There will thus be a new section formed without increasing the number of sections. The second will be at the Rawdon Gold Mines. There are about 100 men—some having families—working at the mines. The children of school age number 20. They propose to put up a school house and start a school as soon as they are formed into a section.

*Teachers' Association.*—The Seventh Annual Meeting of the Teachers' Association, for this District, was held at Hantsport, on the 28th and 29th October last. This Association has been the means of great benefit to the teachers attending it. Organized in 1879, it claims to be the first one established under the new Regulation of Council. Nothing has been allowed to interfere with the holding of its annual meetings. We have been fortunate to have the head of the Educational Department, the Superintendent of Education, attend all its meetings except one.

The written papers and the discussions have dealt with practical questions in which every teacher has an interest. Somewhat of a

departure from the usual plan was made at the last meeting, in having the Principal and Professors of the Normal School conduct part of the exercises. This and the teaching of the illustrative lessons are calculated to be of great value to those who have never attended that school. One hundred teachers were in attendance, and the meetings throughout were of unusual interest. The following programme of work was adhered to and well carried out :-

How to Teach Grammar. .....Miss A. G. Jackson.
Lesson on Mineralogy.....S. E. Cohoon.
Elementary Arithmetic.....Prof. F. H. Eaton, M. A.
History and Geography, Sister Studies.....Miss Emma Ellis.
How to Conduct Class Exercises.....Principal J. B. Calkin, M. A.
Physical Geography.....Prof. J. B. Hall, Ph. D.
Prizes and Punishments.....Geo. J. Miller, Esq.
English Literature.....Prof. E. M. Kierstead, M. A.

A public educational meeting was held in Churchill's Hall, on the evening of the 28th. Prof H. W. Smith, B. Sc., read an excellent paper on Agricultural Education, in which he outlined the course he intends to pursue, in his department, at the Normal School. He was followed by addresses from Dr. Allison, Dr. Hall and A. McN. Patterson, Esq., who, in a brief and interesting manner, set forth other phases of the subject of Education. The large audience listened with marked attention to the different speakers.

The teachers are much indebted to yourself, the Professors of the Normal School, Professor Kiersted, of Acadia College, and other distinguished gentlemen present, for assistance in the work of the Association. To the teacher who wants to keep in line with the new education, these meetings are invaluable; and it is much to be regretted that all teachers do not regard it as a duty to attend, and aid, when required to do so by the Executive Committee, in sustaining and increasing their usefulness.

Nicholsville, Hantsport, Burlington and Mount Pleasant sections have erected new houses during the past year. Hantsport has, by building a house for two departments, and reseating the principal's room in the main building, made ample room for five departments, and supplied fine accommodation for all the pupils in the Section. Burlington has also built a house for two departments, and has now a graded school in operation. The building is neat, comfortable, substantial and commodious. Mt. Pleasant erected a house in the Halifax portion of the section, and so far finished it as to use it for a summer school. Wolfville has made extensive repairs on the school house, improving its convenience, size and appearance. Many other sections have repaired less extensively.

Since 1880, A. D., 27 school houses have been built in the Counties of Kings and Hants. To those acquainted with the appearance of

the school houses previous to the New School Act in 1864, the school houses of to-day indicate an astonishing improvement. I am pleased to state that the teachers and trustees are awaking to the importance of improving the school grounds; and it is not an uncommon thing to find these surrounded by ornamental trees.

*School Inspection.*—All my time is devoted to the duties of my office. The correspondence, the payment of grants to teachers, and the preparation of statistical tables and other reports, consume considerable time. The work of school inspection, including the time spent in travelling to reach the schools, occupies the remainder. During the year I made 445 official visits to the schools, averaging from 1½ to 2 hours each. While a visit of 1½ hours is perhaps long enough for a small elementary school, it is far too short to make a careful examination of a large and advanced school. One thorough inspection continued three hours, or through the day, if necessary, once a year to schools not changing their teachers, would, I believe, be of more advantage to the teacher and the school, than two visits of half the length each. One hundred and ten teachers in this District, taught the summer in the same section in which they were engaged in winter. Thus it may be seen that nearly one-half of the schools have had their teachers for the year. I would suggest, for your consideration, that such schools be inspected at least once a year, and that the teacher and trustees be required to fill a blank form, giving in detail all information needed, for the term on which no inspection is made, this is to be sent to the Inspector before the close of the term. Such schools as these could easily adapt themselves to one term in a year. Many schools, however, not only change nearly all their pupils; but find it necessary and beneficial too, for various reasons, to change teachers each term. For these schools, the two terms as now seem preferable.

*Expenditure*—While many sections do nobly in providing for their schools, it is a fact that too many do not vote money at the annual meeting to enable the trustees to make such improvements as they think the sections need. I am pleased to report the generous provision made at the last annual meeting, by the following sections, viz: Windsor, $4000, Kentville, $1600, Wolfvile, $1100.

EXPENDITURE FOR SCHOOLS FOR DISTRICT NO. 5, COMPARED FOR SIX YEARS.

| Date. | Provincial Grant. | County Fund. | Sectional Assessment. | Total. |
|---|---|---|---|---|
| 1880 | $16727.00 | $12843.00 | $33098.00 | $62668.00 |
| 1881 | 17169.00 | 12843.00 | 33152.00 | 63164.00 |
| 1882 | 17512.00 | 12843.00 | 28578.00 | 58933.00 |
| 1883 | 18271.00 | 14047.00 | 38233.00 | 70551.00 |
| 1884 | 18566.00 | 14047.00 | 34621.00 | 67234.00 |
| 1885 | 19113.00 | 14047.00 | 39860.00 | 73020.00 |

I have forwarded to you reports of each month's work and now

send Notes of Inspection, Statistical Tables and other papers connected with the schools for the past year, to which I invite your attention and respectfully submit this report.

I have the honor to be, Sir,

Your obedient servant;

COLIN W. ROSCOE.

To DAVID ALLISON, ESQ., LL.D.
*Superintendent of Education.*

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## DISTRICT No. 6.—ANTIGONISH AND GUYSBOROUGH.

A. G. MACDONALD, *Inspector.*

SIR,—

My acquaintance with inspectoral work is so brief, dating only from May last, that this, my first report on the state of the schools and education in this District, comprising the Counties of Antigonish and Guysboro, will necessarily be less exhaustive than I could wish. I beg however, to supplement the information which I have already furnished you from time to time on educational matters, with the following observations; but, before doing so, permit me to recapitulate, for the benefit of the ordinary enquirer into the working of our school system, a few of the more important figures contained in my Tables of Statistics.

During the Winter Term of the school year ended Oct. 31st, last, there were 75 schools in operation in 65 out of 81 sections of Antigonish County, conducted by 77 teachers and assistants, classified as follows:—1 grade A., male; 16 grade B., 15 males, 1 female; 31 grade C., 13 males, 18 females; and 29 grade D., 12 males, 17 females; in all 41 males, 36 females. The total number of pupils registered was 2982, making a grand total days' attendance of 160029.

During the same term there were 73 schools in operation in 63 of the 92 sections of Guysboro' Co., conducted by as many teachers, classified thus: 1 grade A., male; 11 grade B., 10 M., 1 F.; 22 grade C., 5 M., 17 F.; 39 grade D., 6 M., 33 F.; in all 22 M., 51 F. Total pupils registered was 3160, making a grand total days' attendance of 166664.

During the Summer Term there were 84 schools in operation in 74 of the 81 sections of Antigonish Co., employing 85 teachers and assistants, classified thus:—2 grade A., 1 M., 1 F.; 15 grade B., 14 M., 1 F.; 32 grade C., 13 M., 19 F.; 36 grade D., 15 M., 22 F.; in all 43 males and 42 females. Total number of pupils registered was 3647, and the grand total days' attendance was 181752.

For the same term there were 85 schools in operation, in 78 out of

the 92 sections of Guysboro' Co., conducted by as many teachers classified thus:— 1 grade A., male; 7 grade B., 6 M., 1 F.; 22 grade C., 4 M., 18 F.; 55 Grade D., 9 M., 46 F.; in all 20 males and 65 females. Total number of pupils registered was 3428, making a grand total days' attendance of 179837.

Of the 16 sections having no school in Antigonish Co., during the winter term, the following ten had school the summer term, No. 7, Cape George; No. 11, Malignant Cove; No. 30, McAra's Brook; No. 16, Brown's Mountain: No. 33, Havre au Bouche; No. 49, West River; No. 52, Cross Roads, Ohio; No. 55, Big Clearing; No. 58, Beech Hill, and No. 80, St. Joseph's.

Only one section—and that a very poor and sparsely settled one—of the number having school during winter, closed down for the summer, namely, No, 79, Morven. On visiting this section last October, I succeeded in getting the school re-established for both terms of the current year.

Of the 29 sections that were without school during the Winter Term in the County of Guysboro' 19 had school in the Summer, namely: In Guysboro' Municipality—No. 4, South Intervale; No. 7, Alder River; No. 11, Ogden; No. 12, Salmon River Lakes; No. 29½, Birchtown, (colored); No. 33, South Merland; No. 39½, Sand Point; No. 40, Oyster Ponds; No. 45½, Coddle Harbor; No. 47, South Harbor; No. 52, Reserve Road, (colored); No. 54, Gosbee; and in St. Mary's—No. 5, Lower Caledonia; No. 10, Melrose; No. 12, Greenfield; No. 17, Liscomb Mills; No. 18, Middle Liscomb; No. 24, St. Mary's River; and No. 33, Two Mile Lake.

The following four had school during the Winter Term only: No. 19, Lower Liscomb; No. 26, Goshen; No. 32, Union; and No. 48, Giant's Lake. I visited these sections with a view to discover the reasons why the schools were closed. In the first, Lower Liscomb, the reason assigned, and correctly I believe, was that so many of the children of the section, which is at all times a weak one, attended upon the fishing during the summer, that there were few indeed left to attend school, and that consequently the amount derived from the County Fund would be so small as not to warrant the engaging a teacher during the Summer Term. The second, Goshen, had not yet replaced the school house burnt down about two years since. The trustees wished the section to forego a school for the summer, so that they might devote their energy and funds wholly to the erection of a new building. I regret to say that they did not carry out their intentions, so that this section, one of the wealthiest in the District, is still without a school house. I believe, however, that preparations are now making for building very soon. For this winter a rented building will be used, as was the case the last winter, for school purposes. In the third, Union, or Eight Island Lake Section, want of funds and paltry disagreements among the people deprived the children of the section of the benefits of a school. I met the trustees of this

section by appointment on Sept. 12th, and matters were so straightened out as to make the opening of the school the current term, with good prospects for the future, possible. The fourth, Giant's Lake, had no school for want of funds also. The section is sparsely settled and poor. The trustees informed me that it was partly in anticipation of a better school the current year than they usually have that they closed down for the summer.

The few sections remaining as having no school during any part of the year, with the exception of three or four that are extremely poor and with but few inhabitants, have but a nominal existence. As accurately as I could discover there are tracts of country, here and there, in most cases uninhabited, or rather uninhabitable, to which a name and a number were given at the time the present school law was introduced,—they are merely *potential* sections.

During the Summer Term I visited and examined all the schools in the County of Guysboro', and all but three of the schools in Antigonish Co., in all 165 visits, exclusive of visits to sections not having school. My progress in many parts of Guysboro' County was much slower than I anticipated before setting out on my tour of inspection. The condition of the *shore* roads is such that travel is difficult, often perilous, and always slow. West Liscomb, Port Beckerton, Fisherman's Harbor, Seal Harbor, Coddle Harbor and Dover Sections are accessible only by boat or onfoot. To visit these in the Winter Term will be next to impossible. Two new school houses have been finished exteriorly, floored and furnished, with new seats and desks, during the year—one at Seal Harbor, and one at Upper Caledonia, Guysboro' County, and the third at Upper North Grant, Antigonish County. Repairs, also, more or less extensive, including the completion, interiorly, of two school houses, were made to about a dozen school buildings. I regret to say that the school house at Boylston, Guysboro' County, was burnt down last fall, it is believed, by the hand of an incendiary. Quite a large portion of the rate-payers of this section have been and are still, agitating for the division of the section into two; and there are not wanting those who say, I hope incorrectly, that the school house was destroyed to remove an objection to the proposed division.

The *attendance* during the past term was, on the whole, satisfactory. The scarcity and low price of fish, and the unprecedented depression in gold-mining in Guysboro', forced a greater number into the industry of berry-picking, which is quite an extensive one along the whole Atlantic slope of Guysboro' County. I am credibly informed that this industry was the most profitable, if not the only, employment within the reach of the poorer classes during, at least, two months of the fall, and that a boy or a girl would earn at it from fifty to seventy-five cents daily. Diphtheria, also, which necessitated the temporary closing of the schools in most of the sections along the Strait of Canso, towards Guysboro',

operated unfavorably on the attendance. In this connection I beg to say that generally the poorest sections have evinced, as far as my experience goes, a better spirit in educational matters than their more favored neighbors. For example: Two-mile Lake section, with only five ratepayers, and Middleton section, Guysboro' County, with only four, maintained, all things considered, creditable schools last summer, while Glenelg section, apparently one of the wealthiest and most intelligent in the District, closed the school at vacation, on the plea of paucity of pupils, though the average attendance was nearly fifteen, and though the resident clergyman made every effort to keep the school in operation the whole time. I have met some trustees who would indignantly resent the charge of illiteracy or ignorance of the school law, if preferred against them, whose conduct would lead one to believe that they were appointed rather to frustrate than carry out the provisions of the Education Act. On the alleged plea of the poverty of the section, or the smallness of the attendance of pupils, they say they cannot undertake to engage a teacher, or provide sufficient facilities for the children of the section, when the real cause, in nine cases out of ten, of their artful and censurable conduct, is a selfish desire to avoid the payment of a paltry school tax.

The *teachers* of this district in a majority of cases, both in the graded and miscellaneous schools, are well qualified for, and devoted to, their work. That the school mirrors the teacher is beyond question. The scholarly, skilful, and energetic teacher never fails; he may have great difficulties to overcome, but to him they are not insuperable. To be sure, there are some who have no aptitude for the work, but is it not so with every other profession? That the outlook augurs well for the good teacher and ill for the poor one, may be learned from the fact that the demand for, and remuneration of, the best teachers, are yearly increasing. The majority of the graded schools and many of the miscellaneous ones are doing really excellent work I am convinced of this from personal examination, from the success of candidates coming up for teachers' licenses, and from the confidence they enjoy with pupils and ratepayers.

The *grading* though fair in most cases is, in some instances, not determined in the interests of the school, but to gratify the vanity or folly of parents. A teacher, so-called, after failing to get a school where he is known looks abroad for one and is successful. Towards the end of the term, to ingratiate himself with the parents of the pupils with a view to re-engagement, he takes advantage of the popular delusion that advanced books necessarily mean superior scholarship, and *advances* the struggling classes in the third and fourth readers to the fifth and sixth respectively;—and great is the new teacher in the section! The teacher who is guilty of such a professional crime leaves confusion as a heritage to his successor, but his greatness is not calculated to last long. I found it necessary to grade *backwards* in a few cases, with instructions to have no more grading until I should again visit the school.

I beg here briefly to refer to the disadvantages under which the French-speaking children labor as compared to their English-speaking neighbors. Indeed, it is not too much to say that the time spent by the former at school is almost wasted when no community of language exists between them and their teacher, which, I regret to say, is almost invariably the case in this District. Not understanding their reading lessons nor the instructions of their teacher they learn to *read* in a seemingly affected, dull, disagreeable monotone that is very unlike English reading. To make any real progress in the study of arithmetic when they do not understand the book or the teacher is simply impossible, and so with English grammar. I can bear testimony to the patient and pains-taking endeavors of the teacher in charge of the French-Acadian schools last summer, and also to the fruitlessness of these endeavors. The natural consequence of such a state of things is discouragement on the part of both teacher and pupil;—the former's work becomes perfunctory, and the latter, tiring of merely school government, becomes thoroughly averse to what he finds so uncongenial and unprofitable. The obvious remedy would be to have the French schools conducted by teachers conversant with the French language, or better still, with both the French and English languages. Such teachers however, are not available in this District; the syllabus of teachers' examinations is too formidable a barrier to be easily overcome by any but the English scholar. It may be said that incentives to the general study of the English language are necessary. Be it so—but a barrier of this kind cannot be an incentive. I think it will be admitted that the environment of the French-Acadian in English-speaking Nova Scotia forms a sufficient, and the most effectual, incentive to the study, on his part, of the English language. Of the eleven teachers in the following ten sections which are almost exclusively French, with over 600 registered pupils during the last term, two only pretend to know anything of French. The sections are:—Port Felix, Charlo's Cove, Larry's River, Monk's Head, Middle Pomket, West Arm Tracadie, Big Tracadie, East Tracadie, Hr. au Bouche (graded school,) and Back Settlement Hr. au Bouche.

In concluding this Report I beg to tender thanks to my predecessor, who resigned the position from failing health after rendering valuable service for over forty years to the cause of education in eastern Nova Scotia, for useful advice and information,—to the Commissioners of Schools and others in the district for kind offices towards me, and to yourself for the prompt and courteous attention I have always received in my official relations with the Education Office.

I have the honor to be, Sir,

Yours most respectfully,

A. G. MACDONALD.

To DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

## DISTRICT No. 8.*—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

SIR,—

I beg respectfully to submit the following Report upon the present condition of Education within the bounds of this District (No. 8) together with a note or two illustrative of the progress made in the Counties comprising the field of inspection, since the inception of the existing School Act, and especially during the year just closed.

By glancing over the map of Cape Breton, you will observe that the Counties of Inverness and Victoria combined, comprise considerably more than one-half of the land territory of the whole island—the extreme length from the Strait of Canseau in the south to Bay St. Lawrence in the north being 110 miles, and the area over 2500 square miles. In Inverness the face of the country is undulating, the roads are good, and travelling is comparatively easy. The land surface in Victoria is much more rugged and elevated. Here are the loftiest elevations in the Province—the towering "Sugar Loaf" and the mist-capped "Enfume." The Bras d'Or waters also make numerous indentations,—and over many a dark winding Cocytus does the plodding ferryman ply his weary oar—contributing not a little to the detention and annoyance of the wayfarer on his pilgrimage through this otherwise fine county. The southern, central and north-eastern portions of Inverness and nearly the whole of Victoria may be said to be exclusively peopled by the descendants of Scotch Highlanders—the old Spartan pioneers who were expatriated from their native hills more than half a century ago. There is an Irish settlement on the north-east branch of the Margaree in Inverness, while at Ingonish and Bay St. Lawrence in Victoria, and at Port Hood Island, Hillsboro', and along the central north-east Margaree and Big Baddeck, the people are largely of English Loyalist extraction. Along the shore of the northern arm of the Gulf of St. Lawrence dwells another race "with other customs and language," whose Acadian fathers, after their expulsion from Grand Pre in 1755, were like the Trojans of old "tossed about by sea and by land," until they finally secured quiet and peaceful homes among the fertile valleys and beautiful plateaus of Margaree and Cheticamp.

With the exception of the rugged hills and barrens in the far north—the undisputed domains of the moose and the cariboo—the whole of this expansive region has been within the last few years laid off with a view to the educational necessities of each locality into no fewer than 251 district school sections. This is an increase of 7 over the number reported in 1884. With one exception, however, the additions recently made resulted either from a readjustment of old boundary lines, or the sub-division of sections previously existing. To the School Boards to whom the law accords the initiative in the creation of school sections, a lasting debt of gratitude is due for

* Owing to illness of Inspector, the report of District No. 7 was not received in time to permit of publication in its natural order. It will be found following that of District No. 10.

I beg here briefly to refer to the disadvantages under which the French-speaking children labor as compared to their English-speaking neighbors. Indeed, it is not too much to say that the time spent by the former at school is almost wasted when no community of language exists between them and their teacher, which, I regret to say, is almost invariably the case in this District. Not understanding their reading lessons nor the instructions of their teacher they learn to *read* in a seemingly affected, dull, disagreeable monotone that is very unlike English reading. To make any real progress in the study of arithmetic when they do not understand the book or the teacher is simply impossible, and so with English grammar. I can bear testimony to the patient and pains-taking endeavors of the teacher in charge of the French-Acadian schools last summer, and also to the fruitlessness of these endeavors. The natural consequence of such a state of things is discouragement on the part of both teacher and pupil;—the former's work becomes perfunctory, and the latter, tiring of merely school government, becomes thoroughly averse to what he finds so uncongenial and unprofitable. The obvious remedy would be to have the French schools conducted by teachers conversant with the French language, or better still, with both the French and English languages. Such teachers however, are not available in this District; the syllabus of teachers' examinations is too formidable a barrier to be easily overcome by any but the English scholar. It may be said that incentives to the general study of the English language are necessary. Be it so—but a barrier of this kind cannot be an incentive. I think it will be admitted that the environment of the French-Acadian in English-speaking Nova Scotia forms a sufficient, and the most effectual, incentive to the study, on his part, of the English language. Of the eleven teachers in the following ten sections which are almost exclusively French, with over 600 registered pupils during the last term, two only pretend to know anything of French. The sections are:—Port Felix, Charlo's Cove, Larry's River, Monk's Head, Middle Pomket, West Arm Tracadie, Big Tracadie, East Tracadie, Hr. au Bouche (graded school,) and Back Settlement Hr. au Bouche.

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Yours most respectfully,

A. G. MACDONALD.

To David Allison, Esq., LL. D.,
*Superintendent of Education.*

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their long continued and irksome labors in connection with this department of the public service. The boundaries of all the sections in Inverness are entered in the Commissioners' Record Book, and are at all times readily accessible for reference. The Victoria records are more or less in a muddle. Those entered are interspersed through the Commissioners' Minutes, and all traces of the following sections are lost:—Nos. 3, 14, 27, 49, 51, 63, 67, 71, 72, 74 and 77. In explanation of this circumstance, it may be stated that much documentary matter appertaining to education in this County was destroyed by fire several years ago. Matters should not, however, remain much longer in this present unsatisfactory condition—and to avoid contingencies which may arise at any time under this state of things a Committee of the local School Board should evidently be appointed to draft a new catalogue. The expense would probably be but trifling.

In the whole County of Inverness, north and south, there were but six vacant sections during the year—while there were sixteen in Victoria. This is a good shewing for Inverness. It would, however, be an error to suppose for a moment that Victoria yields an iota to its sister County in intelligence and public spirit. As explained in previous reports many of the sections in this County have merely a nominal existence. Many of the localities are poor, and in others the children of school-going age are so few that it is difficult to awake their parents to a due sense of their responsibilities. Moreover, a number of the sections reported *vacant* were established in the early days of the School Act—mainly with a view to have no blanks in the sectional map of the County—but with no expectation of seeing schools in operation in them, until the natural growth of the population should afford material for their support.

*School Property.*—The aggregate value of all the taxable property in the District is over two million of dollars, and the real estate in the hands of the educational authorities is valued at $50,000. In the matter of improved accommodation, I am happy to say the trend is upward and onward—*twenty-one* new buildings having been erected during the year—6 each in north and south Inverness and 9 in Victoria. At the head of the list prominently stands the new school-house at Hillsboro'—a building which is architecturally a credit not only to the section, but to the whole County as well. It is completely finished and furnished with all the ordinary modern appliances—globes, a complete set of new wall maps, an unabridged Webster, etc. The Hillsboro' school has distinguished historical traditions. It has been a good school in the past, and under its present management few sections anywhere have brighter prospects for the future. Much credit is also due the trustees and ratepayers of B. C. Intervale, Prairie and Cheticamp Island, in the County of Inverness, and to the sections of McKinnon's Harbor and Grand Narrows, in Victoria, for the evidence of taste displayed in the style of architecture adopted, and especially in their having finished and furnished their buildings in good form. The total expenditure for

buildings during the year amounted to $3847; and at the last annual meeting provision was made to have *condemned* houses either replaced or repaired, to the satisfaction of the constituted authorities. Money votes were also adopted to have suitable structures erected in sections created at recent sessions of the school boards.

*School attendance.*—In the whole district there are 10,000 children of school going age, and the names of 9,000 pupils of all ages appear on the school registers of the past year. This is a good shewing, and will compare favorably with the school enrolment of the most enlightened countries on this continent. The Compulsory Attendance Act is practically superfluous when 90 per cent of all the children, between 5 and 15, in the district, are enrolled.

*Teachers' Salaries.*—It is gratifying to learn that the gross expenditure in this direction is considerably in excess of previous years. It may, however, be necessary to explain that, with respect to the portion of salary received from local sources, teachers of the lower grades occasionally add the item of *board* to their direct receipts from the trustees. In the annual financial abstracts, trustees are reported to have disbursed $25,290 in the supplemental payments of teachers' salaries. This amount was derived from the following sources: County Fund, $11,434; direct taxation, $13,856; and was distributed as follows:

| | |
|---|---|
| WINTER TERM: | |
| Inverness | $ 8564 00 |
| Victoria | 3581 00 |
| | $12145 00 |
| SUMMER TERM: | |
| Inverness | $ 8899 00 |
| Victoria | 4246 00 |
| | $13145 00 |

Inclusive of the apportionment from the Provincial treasury, teachers of the first class were paid at the rate of $320 per annum in Inverness, and $370 in Victoria; and teachers of grade C and D, in both Counties, averaged salaries of $235 a year for the former, and $165 for the latter. These figures, though not high, cannot be strictly called *low*. When it is considered that teachers are actually employed in a public capacity only for five hours each day, and but five days in the week, together with the fact that they are allowed six weeks' vacation, and are paid in *cash* at the expiration of each school term—it appears to me the salaries paid them, as a class, are by no means contemptible.

*Schools in operation.*—In the whole District there were 229 schools in operation during the year. And in each of the sub-districts there were during the

WINTER TERM:

| | | | |
|---|---|---|---|
| 83 Schools | in | | S. Inverness, |
| 50 " | " | | N. Inverness, |
| 65 " | " | | Victoria, |

shewing the number in session during the term to have been 198.

Adopting a similar line of classification, it will be observed that there has been a comparatively large number of additional schools open during the following

SUMMER TERM:

| | |
|---|---|
| S. Inverness | 98 |
| N. Inverness | 53 |
| Victoria | 72 |

making a total of 223 schools in session within the District during the term—a large increase over the number in operation during the previous Winter Term, and over the corresponding terms of previous years.

*Higher Grades of the Staff.*—An analysis of the professional standing of the teachers employed each term, shews a gratifying numerical increase of the higher grades during the Summer Term. During the Winter Term there were but 15 teachers of Grades A and B employed in Inverness and 7 in Victoria. But during the following Summer fresh reinforcements were received from various local and extrainsular sources, increasing the number and general efficiency of the higher grades in the profession of both Counties—there being this term 21 teachers of Grades A and B in Inverness and 8 in Victoria.

As a whole, the professional status of the fraternity is steadily advancing from term to term and from year to year. But in this, as in other avocations, it is unreasonable to expect that all who enter the lists should succeed in winning the prize of success. The last decade has witnessed many improvements in our system of education. Improved methods and new subjects have been introduced into the curriculum of studies, and higher professional standards are looked for. Many of the teachers here and elsewhere who obtained their credentials under the *regime* of possibly a more lenient administration. and who did fairly good work in their day, are now, to say the least, less competent than their confreres who obtained their laurels under more stringent standards. Our schools should be conducted on strict business principles; and trustees should discharge their official duties without fear or favor. In other callings withering ridicule would be visited upon a selection from considerations of charity or personal friendship. Equally absurd is it to make our schools an asylum for incompetency, merely from a desire to relieve the unfortunate or to satisfy one's own personal predilections.

*Teachers' Examination.*—As announced in a previous report, with the object of inspiring a more lively interest in educational affairs and exciting a spirit of competition among the teachers and pupils of the public Schools, I have decided, with your approbation, to publish henceforth in the Annual School Report a roll of honour list containing the names of the teachers in each sub-district of this field of inspection who may be most successful in preparing candidates for the public examinations of the Province. The most of the successful applicants in South Inverness were prepared in the County Academy at Hawkesbury, and in the schools of Hastings, Port Hood and Mabou Bridge. The greatest success having been obtained by the Hastings school, James M. McLean, Principal,—8 candidates, of whom 4 were for Grade C, all successful, with averages varying from 60 to 70. In North Inverness the lead was taken by the pupils of Munroe and Margaree Forks Schools, the former under the management of Mr. L. J. Tingley, and the latter of Messrs. P. Coady and R. C. McLeod. In Victoria the County Academy and the Englishtown School led the van—the Academy with 2 B candidates, both successful, and 5 Cs, of whom 4 were successful in obtaining the grade applied for and the *fifth* made the necessary average, but fell below the standard in the matter of "school management." Messrs. L. J. Ingram and James C. McLean taught in the Englishtown School—Mr. Ingram in the Winter Term and Mr. McLean during the following Summer. Four candidates applied—all successful—one of the number, Mr. Murdock D. Morrison, having made an average of 83.3, thus leading the third class successful applicants for the whole Province.

*The Teachers' Association* may be regarded as one of our permanent institutions. All classes and conditions of society admit its value as a most useful and potent agency for the improvement of all the teachers in the District, and for the diffusion of advanced public sentiment upon the subject of popular education. The recent meeting held in the Village of Whycocomagh was largely attended, and the friends of education in the locality evinced much interest in the proceedings throughout. On Thursday papers were read by Mr. McLeod Harvey of Whycocomagh School, and by Mr. R. C. McCharles of Middle River. And in the evening the Superintendent of Education addressed a large and appreciative audience in the Village Public Hall. On Friday forenoon a paper was read by Mr. J. W. McDougall of the Port Hood School, and an address was delivered by Mr. D. D. McKenzie of Argyle. In the afternoon the views of members on various educational topics were ventilated and discussed. New methods of instruction were introduced, and the gentlemen present who read papers and delivered *viva voce* addresses received valuable lessons in self-control, listening to the untrammelled criticism which their productions evoked. Mr. Geo. Patterson, formerly Principal of the Baddeck Academy, closed this session of the Convention with an excellent paper on the "Sunshine and Shadows of the Teacher's Life."

In my visits of inspection, I have had ample opportunities of testing the extent to which the judicious classification of school work has been carried out.

In all the schools making any pretensions to character and efficiency the provisions of the Course of Study are observed, either partially or *in toto*. Even in schools of an exceptionally miscellaneous description, having a regular programme of school work, it is found to impart symmetry and completeness; and in schools in which no honest effort is made in this direction, the teachers are either grossly incapable, or are but temporarily engaged in the work, having no appreciable interest in their professional reputation.

Harmony and unity of action are essential to the permanent success of our public school system, and altho' many of our teachers may not have the necessary qualifications to impart *oral* instruction with intelligence and aptitude, any person to whom the charge of children is entrusted can insist upon his pupils, from the lowest form upwards, *reproducing the substance of the lesson recited.* The value of this exercise in training the faculties of description and memory, and in facilitating fluency and accuracy of expression, can hardly be overestimated.

*The County Academies.*—The temporary retirement from active duty of Mr. Forsyth, the genial and talented Principal of the Hawkesbury Academy, is a matter of much regret to myself personally, and, indeed, to every person who enjoyed the pleasure of his acquaintanceship. Miss Skinner, of the intermediate department, has also resigned; but Miss Condon continues in charge of the elementary. The institution may be said to be now entirely in new hands, and it is to be hoped that in the future, as in the past, it may continue "prospering and to prosper." As Principal of the Baddeck Academy, Mr. Jones, in the face of many difficulties, laboured faithfully and successfully. His senior class in Latin and French would reflect no discredit on any similar institution in the Province. The success of all the departments would, however, have been more marked had the trustees and ratepayers given a larger share of their *moral* support to the school as a whole. Without this coöperation an angel from heaven would fail to satisfy or benefit the children of fault-finding parents. This is a matter which should be remembered by the representative officials of sections everywhere. Miss Jost has been reinstated in the intermediate department. The Principal and teachers of the preparatory and elementary department enter on their duties in this district for the first time, and under auspices, as I understand, of an exceptionally favourable character.

*The Micmac Schools* at Whycocomah and Middle River enlist my warmest sympathies. The Dominion Government has provided handsomely for the personal comfort of the pupils. Good substantial buildings have been erected, and all the furniture, apparatus, books and maps required have been supplied. That the poor Mic-

macs should at all compete with the Canadian invaders of their soil in asserting their right to participate in the educational advantages which the school law so freely provides, indicates the approach of the "Good time coming when the reign of law and order will be inaugurated and darkness and ignorance will be dissipated." Owing to the migrating habits of the race the school attendance, in the summer season especially, is very irregular; but it is delightful to observe how much real progress has been made when one considers that all the instruction imparted is given in a language essentially foreign to the pupils. Reading, writing, the fundamental rules of arithmetic, and the elements of Nova Scotia and Canadian geography, are taught with a fair degree of success. And when detachments of the tribe are away on their periodical tramps to other parts of the Province, they can now correspond with their friends at home. This is a marvellous stride for "the poor Indian, whose untutored mind" is now for the first time, in this district, trained to an intelligent discharge of his duties as a citizen.

As to our present condition and prospects in the future, it is necessary to direct your attention to the results of the recent teachers' examinations. The number of candidates was larger than usual, the pecuniary proceeds were greater, and taking all the stations together, the number of successful applicants was considerably in excess of any previous examination held in this District under existing standards. With respect to direct results, I may say that the name of an additional teacher of grade A. has been entered on the "Teachers' Roll"; and 6 B's have been added, together with a score or more of the lower grades. I trust the recent accessions will be found sufficient to restore breaches in the ranks caused by natural "wear and tear," and that many, very many, of the so-caleld "Permissives" may be supplanted.

The distinctive feature, however, of our educational system is that the law accords the fullest recognition to the substantial validity of the American maxim, that "all men are born free and equal." Rich and poor enter the lists on terms of perfect equality, and the school-boy who is the fortunate possessor of "a sound mind in a sound body," is on the "royal road to success." Every strath and hill and dale in the District has its little school-house in which our future members of the learned professions, merchants and legislators receive a common school education which can afterwards be supplemented *ad libitum* in any of the excellent local graded schools or District academies. The keys of knowledge are thus placed within easy reach of every child in the country. This is truly a measure of educational prosperity which past generations never dreamed of.

I beg respectfully to suggest:—

(1.) That the Annual School Meeting should be held on the first Monday of August.

(2.) That the school year should commence on the first Monday

of October, and continue without interruption, with the exception of the customary Christmas holidays, until the last week in July.

(3.) That the Teachers' Examination begin on the first Tuesday of August.

(4.) That the Provincial Grant and apportionment of County Fund be paid teachers and trustees semi-annually.

(5.) When school sections are sub-divided, that on and after the Annual Meeting each portion be considered in a *new section*, and that the trustees of the section in which the school-house is situated be the authorised party to prepare returns; and,

(6.) That teachers be required to send to the parent or guardian of each pupil a monthly *report* of the progress, attendance, and punctuality of each pupil.

During the year two of our most valued School Commissioners were called away—Messrs. Alexander Munro and Luther McLeod. Mr. Munro may be said to have been identified with educational pursuits all his life time. A graduate of the Glasgow Normal School, he emigrated to this country forty years ago. For several years after his arrival in Cape Breton he held the position of Principal of the Boularderie Graded School—the only institution of high character then on the Island. He was afterwards appointed School Inspector for the County of Victoria—a situation in which he faithfully and efficiently discharged his official duties—until the weight of advanced age compelled him to resign. And on the retirement of Mr. Jones he was appointed Chairman of the School Board—a position which he held with much acceptance until his death. Mr. McLeod held official relations with the School Board for many years. His manner was quiet and unassuming, and although he did not take an active part in the public school meetings, he was always prepared to perform any duty imposed upon him as a member of committee.

Permit me to close this report with a renewed expression of my obligations to yourself personally for your continued interest in every detail of our public school system, and to the clergymen and other School Commissioners of the District for their constant friendly co-operation in the discharge of my professional duties. To the teachers also, I would express my thanks for the cordial manner in which my visits to their schools have been received, and to their kind appreciation of my motives in offering suggestions. To the general public I owe a lasting debt of gratitude for tendering me the generous hospitality of their homes.

Very respectfully submitted,

JOHN Y. GUNN.

DAVID ALLISON, ESQ., LL.. D.
*Superintendent of Education.*

## DISTRICT No. 9.—PICTOU AND SOUTH COLCHESTER.

R. McLELLAN, *Inspector.*

SIR,—

I have the honor to lay before you my annual Report of schools in inspectoral district No. 9 for the year ended October 31st, 1885.

On the reajustment of sections in 1864, Pictou County was divided into 115, and Colchester into 99, school Sections. Since that time 1[illegible] have been added to the number in Pictou and 16 in Colchester. The whole district is now organized, with the exception of a small isolated settlement on the border land between Pictou and Guysborough Counties. I visited this place during the summer, and have hoped that something may be done at the next annual meeting of Commissioners, to secure school privileges to the eight or ten families comprised in the settlement.

Some localities in both counties are still thinly peopled, necessitating the including of large areas in sections, and, consequently, greater distances between school houses than is desirable. Still, in few sections are there any pupils further than two miles from school and it is certainly better to submit to the inconvenience of slightly greater distances, than, by the subdivision and consequent weakening of sections, to render the maintenance of an efficient school an impossibility. With the exception of one instance during the past year, the Boards of Commissioners have, for some years, wisely refused to grant petitions for the further sub-division of sections. The case referred to is that of Centredale, a new section formed by the subdivision of Elgin, in the district of South Pictou. The action of the Board in this matter, however, as you are aware, has not yet been ratified by the Council of Public Instruction.

Of the 193 sections at present, comprised in this district, 168 had school in session during the winter, and 179 during the summer term, an increase of 3 and 1 respectively, over the corresponding terms of the preceding year. Eight sections were without school during the year viz: Glencoe, Marsh, (East River), Knoidart, Black Brook, Three Brooks and Indian Cove in Pictou County; and Upper Brookfield and Fort Ellis in Colchester. Six of these were without school last year also. The other two reported vacant in 1884, viz: Pictou Island and Smithfield (Stewiacke), have had schools in operation, the former throughout the year, and the latter during the summer terms. Three Brooks (Pictou), and Upper Brookfield (Colchester) have erected houses during the past summer, and will, I trust, no longer appear, as they have, the former for seven years, and the latter always, on the list of sections without school. It gives me much pleasure to be able to report that, after a feud of many years standing, harmony has at length been restored at Three Brooks, and the section has apparently entered upon a career of education and prosperity. I had the privilege of being present at a meeting held

in the section in the spring of the last year, at which it was agreed to bury past differences and to build a school house on the site sanctioned some years ago by the Commissioners for the district. A sufficient sum was voted, building operations were commenced at once, and, at the present writing, a flourishing school is in operation in a neat, commodious and well-furnished school room.

Fort Ellis, another section reported inoperative for several years, having been enlarged, as stated in my report for 1884, by an addition from Lower Stewiacke, West, has made provision for the erection of a new house, at an early date. Thus, of the eight sections in this district, long inoperative, there now remain only three in which no action has been taken, viz; Knoidart, Black Brook, and Marsh. In the last named alone, for reasons stated in a previous report, can we reasonably expect an effort to be made to provide school privileges.

In addition to those sections above enumerated, where the necessity for action was more urgent, four others have erected new houses during the year—Lower Stewiacke West, Carriboo River, Marshy Hope and Green's Valley. The house in the first mentioned section, is a very handsome one of two departments, situated on a well-chosen site, and is an ornament to the village and a credit to the section. The house at Carriboo River is also a neat and substantial one. The two last named, Marshy Hope and Green's Valley, are poor sections, and their houses are not yet completed, but are in a sufficiently advanced state to be used for school purposes for a term or two, at least.

In the following sections the buildings have been more or less extensively repaired and are now in a satisfactory condition—Middle Stewiacke, Riversdale, Lanesville (Colchester); Watervale, Scotsburn, Lorne, McLellan's Brook (Pictou). East Merigomish has added an appartment, and will hereafter maintain a graded school of two departments.

Notice has been given to the trustees of Big Woods section that the school grants will be withheld until a proper school building has been provided. The trustees of Chance Harbor have also been notified that the school house in that section is unfit for further use for school purposes.

The school buildings in River John village are not all that they should be for such a large and wealthy section. There are two houses, one on each side of the river, containing two departments each. All the rooms are more or less out of repair, but especially the one in which the High School is conducted. In my opinion, coincided in by the best friends of education in the section, it would be much better to erect a new building of four or five apartments in a central position than to attempt repairing the old. By this course a better system of grading could be adopted than is possible under the present arrangement. I have strong hopes that the good sense and

enterprise of the people will lead them to take this step at an early date without any pressure from Commissioners.

New houses are greatly needed at Salt Springs and Pleasant Valley, Pictou County. The former requires a building containing a class-room for an assistant teacher, as over eighty pupils were enrolled during the past term. Vale Colliery cannot much longer be permitted to accommodate nearly two hundred pupils in two apartments. The junior department had one hundred and thirty-one pupils under the charge of one teacher during the summer term.

In the following sections the houses, or surroundings, or both, are in a condition which cannot be characterized as creditable to trustees or people: Bigney, Mill Brook, Alma, Hopewell, Moose River, Garden of Eden, Linacy, Lower Barney's River and East Barney's River. In some of these improvement has been promised, in others the trustees have been notified that, unless matters are improved before my next visit, their condition shall be reported to the Commissioners.

In South Colchester three new houses are required, viz: at Upper North River, Upper Pictou Road and Gay's River. The people of the last-named section are alive to the necessity for improved school accommodation and are moving in the matter. Making all allowance for the other two being poor sections, I would still feel warranted in recommending that they should be required to provide better accommodation than is afforded by their present small and dilapidated buildings. With the exception of the three just mentioned, the school houses of South Colchester are pretty well up to the requirements of the law, or, at least, as nearly so as it would be warrantable to require, with a due regard to the financial status of the various sections.

Considerable additions have been made during the year to the supply of school apparatus, but there is still room for improvement, few sections ranking higher than *fair* in this particular. Surprisingly little care is manifested in the preservation of apparatus. Valuble articles that should last for years are often rendered unfit for use in a few terms. This is, in a great measure, the fault of teachers, but is partly due also to the fact that, in most country sections, the school houses are used for meetings of various kinds, which are not always as orderly and well-conducted as they should be. Trustees would find it a good investment to provide some suitable repository for apparatus where it could be kept safely when not in use. If this were done, teachers might very properly be held responsible for all damage done beyond necessary wear and tear.

I regret to be unable to report much improvement in school premises. In reference to this matter we might almost say with the scoffers of old, "All things continue as they were from the beginning." In comparatively few cases are the school grounds enclosed, while the planting of trees and the general ornamentation yet remain things to be hoped for, and, I may add, worked for.

ments, east and west, is most thorough and systematic. Most of the teachers have continued for years in charge of the same departments and have learned by experience the methods best adapted to secure the most satisfactory results.

The Pictou Academy building, erected in 1880, cost, with the grounds, over $20,000. It is situated on elevated ground in the north of the town, and commands an extensive and beautiful view. The building is of brick, with foundation and dressings of Pictou freestone. Including the large airy basement, it is four stories high. The basement, besides containing the furnace room, from which the whole building is heated by hot water, the coal room and lower water tanks, contains a large hall under the main part of the building and is intended to be used as a gymnasium. The front entrance is on the first flat, into a large hall into which open, one on each side, two lecture rooms, each capable of seating from 60 to 90 students, if necessary. Further on come subsidiary rooms. Behind the science lecture room is the chemical laboratory with which it communicates by means of a vertically sliding panel. An experimenting table, rolling on sunken iron rails in the platform, permits the introduction of prepared chemical experimenting apparatus into the lecture room at a few moments' notice. The laboratory itself is floored with stone, has stone benches, pneumatic trough and sink hood, fumes' closet with shelves and cabinets, containing a good stock of chemical apparatus. On the opposite side of hall is the Balance room and Microscopical laboratory, and in the adjoining room is a small printing press equipment, and also map and chart racks. The cloak-rooms are one on this flat, and one on the third flat. The hall on the third flat corresponds to that below, having two lecture rooms of same size and equipment as those below opening upon it, and also two subsidiary, the museum proper and the library. The library contains between 800 and 900 volumes, mostly old but interesting, and some very valuable, such as the earlier "Transactions of the Royal Philosophical Society of England." It also contains an herbarium of Nova Scotia plants. The museum has a section used for the keeping of physical and electrical apparatus. It is strong in the representation of the minerals of Nova Scotia and Canada. Archæology is also represented, and all the usual points of popular museums have been more or less brought out. Nearly all the reptiles of Nova Scotia and many foreign ones are temporarily put up in alcohol. Such exhibits already fill the museum proper. The large hall is therefore utilized for the ornithological and entomological sections of the museum. The upper part of this hall is lined with large well-made glass cases, containing over two hundred specimens of the birds and mammals of the Province, mounted in the very best manner, and arranged with due regard to artistic and scientific effect. Each specimen has its printed label giving scientific and common name with the date and place of capture. This work, done under the auspices of the ornithological section of the Pictou Academy Scientific Association, has already cost about $600. The entomological exhibit shows over 2000 specimens of the insects of

Nova Scotia. The cases are, of course, shallow and line a portion of the hall, showing through their glass cases the specimens with their labels. The ornithological and entomological sections and all the more important exhibits in the museum proper have been collected within the last five years, very large additions having been made within the year just closed. On the upper flat is the convocation hall, ordinarily utilized as the art room, where special classes in advanced drawing and painting receive instruction. Near by are the Natural History laboratory and a general store-room. Of the character of the educational work done in this institution it is unnecessary for me to speak here. The invariable success of its students prepared for matriculation in the different higher institutions speak more loudly in its praise than would any words of mine. Its reputation is more than local, drawing students from all parts of the Province and many from beyond the Province. Of the 291 students enrolled during the past year, 125 were from the town municipality, 72 from the county outside of the town, and 94 from beyond the county. A. H. McKay, Esq., B. A., B. Sc., the talented and energetic Principal, has won for himself a reputation both as a teacher and as a laborer in other departments of educational work of which any educationist might justly be proud. Up to the beginning of the present year the teaching staff, in addition to the principal, has consisted of Wm. Fraser, Esq., B. A., Classical Master, and H. McInnes, Mathematical Master. The Academy suffered an undoubted loss at the close of the year in the withdrawal of the last named gentleman, who, for two years and a half, had devoted his best energies to the interests of the institution. His place has been filled by H. Mellish, Esq., B. A., a distinguished graduate of Dalhousie College. Isaac Gammell, Esq., B. A., another distinguished graduate of the same college, and a winner of "Honors in English," has been added to the staff, in the capacity of English Master. The scientific department is under the charge of the Principal.

A new school house containing two apartments was built in New Glasgow in 1883, and at the same time the old ones received a thorough renovation. The four buildings, containing ten teaching rooms, are all now in good condition. The system of classification adopted is the same as that in Pictou, except that there is only one department devoted to the teaching of the 5th grade (7th and 8th of Common School Course), and that the departments on the west side of the river, owing to their somewhat isolated situation, partake more or less of a miscellaneous character. The High School has been for three terms presided over by George Patterson, Esq., B. A., who, by his energy and enthusiasm, has not only achieved excellent results in the management of his own department, but has done much to stimulate educational activity in the town. At the beginning of the present school year Mr. Alexander, a gentleman who obtained a Provincial Academic license at the last annual examination, was associated with Mr. Patterson in the work of the High School. This is a step in the right direction; and will, no doubt, add much to the efficiency of the institution.

Westville has two school houses situated at opposite ends of the village, and comprising in all seven teaching apartments. Though additions have been made from time to time, and at short intervals, to the school accommodation, it has yet not kept pace with the rapid growth of population, and the primary departments are, at the present time, over-crowded. The Drummond School at the western end of the village comprises three departments, among which is distributed the greater part of the work of the Common School Course. The work assigned to the first three departments of the Chelsea School at the eastern end is identical with that performed in the Drummond. In the fourth and highest division the Common School Course is completed and more or less High School work done. This department has been for three years under the charge of Mr. A. P. Douglas, who has given entire satisfaction to trustees and people.

The Albion Mines School in 1883 consisted of two over-crowded departments; the pupils are now comfortably accommodated in four, and with increased facilities has come a corresponding improvement in educational work. Mr. A. W. McLeod, for four years Principal, retired at the close of the Summer Term. His successor is Mr. Hugh R. Munro, who has had considerable experience in miscellaneous schools, and has proved himself one of our most successful teachers.

The Stellarton School has also grown from two to four departments within the past few years, the fourth department having been added a year ago. The school is now well equipped and under excellent management. Mr. T. M. Baillie, a gentleman of good scholarly attainments and long experience, has been in charge of the advanced department for several terms.

Reference has already been made to the condition of the River John School buildings. I will only add here that educational progress has been much retarded by the frequent change of teachers in the advanced department.

As this report has already extended to an unusual length, I shall only say in regard to the eight remaining graded schools that all, with the exception of Vale Colliery and Hopewell, are well equipped, and that in all, without exception, excellent work has been done during the past term.

Many of our miscellaneous schools are deserving of special mention, both as regards their equipment and the character of the work performed, but time would fail me to particularize. Of 224 teachers employed in the Winter and 239 in the Summer Term, 66 and 77 respectively had received Normal School training. In this particular, no data exist for comparison, but I have reason to think that these numbers represent a considerable increase over former years.

In conclusion, I beg leave to say that, looking at the present educational status of this District, noting the satisfactory operations

of the past school year, and glancing, as we have attempted to do briefly, at some of the evidences of progress made within a comparatively short period, the friends of education have much reason for thankfulness and encouragement, and the assertion would be justified, that the growth of education in this District, if not always as rapid as we could desire, is still a sure and healthy one.

I have the honor to be, Sir,

Your obedient servant,

R. McLELLAN.

To David Allison, Esq., LL. D.,
*Superintendent of Education.*

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## DISTRICT No. 10.—NORTH COLCHESTER AND CUMBERLAND.

W. D. Mackenzie, *Inspector.*

Sir,—

I have the honor to submit the following report for the school year ended October 31st, 1885.

*Schools in Operation.*—We have had 157 schools in operation in the County of Cumberland this year—the same number as last year, and there was but one section in the entire County that had no school any portion of the year. The Summer Term, as usual, shows a comparatively large increase over the Winter, in the number of schools in session. Though one section is returned as without school the entire year, it must not be supposed the ratepayers of this section were satisfied with such a state of affairs; the school-house was burned down last year and, as certain geographical peculiarities of the section operated against the location of a site for the new building, it was decided at the next meeting of the Board of Commissioners to have the section divided. Immediately on this action being ratified by the Council of Public Instruction each new section took steps to provide a building, and next year accordingly will show two schools where formerly there was but one. I mentioned in my report of last year that there was no likelihood of any considerable increase in the schools of Cumberland for some time to come. A comparison of the two years shows us that we have about reached our possible limit of expansion with present population. Every part of the County where there are as many as three or four families has been erected into a section, and as before mentioned every one of these sections supports a successful school. The rate of increase in Stirling and West Colchester has not been so large as in Cumberland. Both these districts have apparently reached their highest expansion.

They are among the oldest inhabited districts in Nova Scotia, and were fairly well settled before many parts of Cumberland emerged from primeval forest. In Stirling every school has been in operation during the year. In West Colchester one section only has been without school, but this section contains no children, and only two or three ratepayers; it is, however, so isolated that we find it impossible to combine the section with any other. As in the case of Cumberland, both Stirling and West Colchester are partitioned off into a very large number of sections, and this number is likely to remain fixed for some time. There is, however, year after year, a gratifying increase in the number of children attending school, consequent on natural increase of population, the gradual inflow of immigration and a growing appreciation of the benefits of education.

*Buildings, Surroundings, etc.*—Old buildings are being pretty well weeded out. There were but two condemned this year. In nearly all cases the ratepayers take action in re-building, repairs, etc., without waiting for pressure from the Commissioners or Inspector. The school-houses are very creditable in appearance, nicely painted, well furnished, and the hygienic condition generally favorable. We have had no sickness among children that could be traced to want of ventilation or improper sanitary environment. In the location of new buildings every attention is taken to secure healthful surroundings. The old style of desking is rapidly giving way to the elegant modern patents as manufactured at Oxford and Amherst. They are being largely introduced in Cumberland and West Colchester—the District of Stirling, more conservative, still adheres to the older styles of furniture. The development of the æsthetic keeps pace with the growth of material prosperity. This is observable everywhere over the district. A few years ago it was comparatively rare to see a painted school-house—now it is as rare to find one unpainted. The interiors are ornamented with pictures, Autumn leaves, wreaths of evergreen, and drawings by the pupils. Pots of blooming plants are seen in very many of the school windows, and the play grounds are bordered with thrifty young elms, birch, maples, and other beautiful forest trees. On the 12th May this year we had an Arbor Day for the larger graded schools throughout this district. Numbers of trees were planted at Amherst, Parrsboro', Spring Hill Mines, Oxford, and other places in Cumberland. At the Acadia Iron Mines of West Colchester 300 pupils assembled in the morning to hear a lecture on arboriculture, the economic value of trees, influence of forests on climate, etc., after which the boys planted over 50 trees on the school grounds, while the girls spent the day decorating their respective departments. At our local district Teachers' Association to be held in Cumberland in December of this year it is expected that a resolution will be passed directing the attention of the educational authorities to the advisability of appointing a regular Arbor Day for the Province, and otherwise encouraging the planting of trees and protection of our forests.

The new buildings in course of erection when I made my last

report have been completed. A new school-house in conjunction with a public hall is under contract at Spencer's Island. A new and elegant front with bell tower is to be added to the Graded School building in Parrsboro' Town. The building at Fox River Mountain has been finished, and school will open in November. Four new graded schools of two departments each were established in Cumberland last year, aad the proposed amalgamation of two small but densely populated sections in the District of Parrsboro' will probably result in the formation of another graded school at an early day.

Records for the summer term show a very gratifying decrease in the number of children returned as not having attended school. There are in Cumberland only 567 of such delinquents as compared with 846 last summer; and I believe these figures are as nearly as possible correct. In many sections the law making attendance compulsory was adopted at the annual meeting; and though this law has not in any case been actually enforced, yet its moral effect is gradually making itself felt. I believe it is largely owing to such a law that the number of children this term unregistered as attending school is so low. Judging from the history of the past, it is probable that in the near future every ordinarily healthy child of school age will be enrolled on the school register of the section.

*Course of Study.*—The new course of study has been in successful operation in Cumberland, West Colchester and Stirling ever since its ratification by the Council. I cannot speak too highly of its value. Before its adoption our schools were practically unclassified; to-day every one of the 223 schools in this inspectoral district is perfectly classified, and more or less perfectly graded. It is, as you are aware, quite impossible to secure a scientifically exact grading in rural miscellaneous schools, but by closely following the requirements of the course we have attained as near perfection as the most ardent advocate of the new system could have anticipated. Any difficulties naturally inseparable from the introduction of an entirely new system have long since vanished. There is no friction; and none of our teachers dream of making changes or exercising meddlesome interference, but are all following closely and faithfully the printed schedule which, by your instruction, has been placed in every register.

The following are some of the most important results gained in schools where the course is intelligently operated:

1. Proper classification.

2. Approximately perfect grading.

3. Judicious allotment of time and attention to each branch of study in its natural order of importance.

Indirectly, the course stimulates laggards to exertion, and it has already proved a powerful lever to secure greater regularity in attendance. A fair proportion of oral work is now being accomplished in a very satisfactory manner—more particularly is this the

case in graded schools of several departments. I have no hesitation in reiterating a statement made on a previous occasion, that the introduction of the new course of study marks one of the grandest strides ever taken in the history of common school education in this Province.

*Apparatus.*—The apparatus and appliances necessary to illustrate the science work laid down in the course are being quite liberally provided. This is particularly true in the large centres, as Amherst, Acadia Iron Mines, Parrsboro', Spring Hill Mines, Oxford and Great Village, but even in many of the more remote and comparatively isolated country sections generous efforts are being made to provide such apparatus as any ordinarily intelligent teacher can make effective in the illustration of oral science work. We have a good supply of ball frames, maps, and ample blackboard surface of excellent quality. This latter has been greatly extended since the general introduction of Industrial and Freehand Drawing.

*Branches taught* are those laid down in the Course of Study, with especial reference to the more practical work. We have paid very particular attention to arithmetic, and I am glad to report every school as having brought this most important branch up to the required standard. Penmanship also receives especial consideration. Industrial Drawing is now classed as eminently practical, and as such we have devoted a large measure of attention to this comparatively new branch. During term just closed, Cumberland showed 3528 studying Freehand; West Colchester and Sterling, 2095—making a total of 5623. This, you will observe, is a very gratifying increase over last year, the total in which was 4826. As mentioned in my previous report, prizes for Industrial Drawing, Original Design and Penmanship were offered by the committee of the District Agricultural Exhibition, held at Amherst last October. The first and second prizes for Drawing were taken by pupils of the school taught by Miss Abbie C. Gray at New Annan, in the District of Sterling. This is a strictly miscellaneous school in a purely rural section, and the pupils had but three terms' practice, nor had Miss Gray ever received any especial training as a teacher of Drawing. Miss Hallie Hatfield, of Port Greville, took first prize in Writing—the second was carried off by one of the pupils at Amherst Academy. The best full series of copy books come from Principal Fraser's department, Acadia Mines. An Honor Certificate for best specimens of Map-drawing (no prizes were offered in this class) was awarded to Miss Forman, Londonderry. Honor Certificate for best collection of mineralogical specimens was taken by Principal Lay, of the Amherst Academy. In connection with the subject of Drawing, Design, etc., we have amply verified the statement of the Director of the Massachusetts Art Schools in his lecture before our Provincial Educational Association three years ago. Professor Smith asserted that specialists were unnecessary and out of place as teachers of Industrial Drawing in common schools. Probably, not more than one in three of our teachers have had any professional training in this branch of study, yet

they have succeeded in teaching themselves and have been eminently successful in imparting to their pupils the principles and practice of Freehand and Industrial Design. Trustees have, in all cases, lent willing assistance, and in the majority of sections have placed the prescribed texts and other aids at the disposal of the teacher.

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*Superior Schools.*—Faithful adherence to the Course of Study has made a notable increase in the number of superior schools. As might be expected the graded departments take the lead. Excellent work continues to be done in all the departments of the Amherst Academy, under the supervision of Principal Lay. Almost equally good results are attained in the various departments at Acadia Iron Mines, Parrsboro, Spring Hill Mines, Oxford and Great Village. The best two-department school in the district is at Tatamagouche, under the direction of Mr. Millar. Other two-department schools at Joggins' Mines, Wallace, Folleigh Village, River Hebert, Economy, and Advocate Harbor have also reached a very fair standard. Some of the best miscellaneous schools are those taught by Mr. Scanlon, Joseph H. Brownell, W. D. Corbett, Everett Crowe, Kenneth Chisholm, John E. Sayre, Irvin Frederick, Miss Lucy Logan, the Misses Hunter, Miss Charman, Miss Sara Smith, Miss Elmire Flinn, Miss Drysdale, Miss Mary A. MacLeod, Miss Ellen Harrison, and Miss Nettie Clifford. Miss Olivia Leak of the primary department, Pugwash, has done admirable work. It is but fair to state that there are many others well deserving of mention.

*Associations.*—Since the close of the school year proper we have had our District Teachers' Association, at Oxford. The attendance at all the meetings was large, many of the members having come from remote sections in order to take part in the proceedings. Papers read by Principals Lay, Fraser and others, were very practical and instructive and were highly appreciated. The Professor of Agriculture from the Teachers' Training School, Truro, did us good service both in the day and night sessions. His paper on Theoretical Agriculture, and illustrations of the methods of teaching followed in his department, with hints on the teaching of Agricultural Chemistry in connection with our common school work, are calculated to have a wide reaching influence in this district. The first evening session was devoted to a public lecture by the Superintendent of Education. This lecture was free to the public and was delivered in the Baptist Church, no other building in the place being sufficiently large to accommodate the number present on such an occasion. Addresses

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I have purposely avoided figures as much as possible in this report, as my tables of statistics have already been placed in your hands.

In conclusion, I beg to thank you most cordially for the promptitude and unvarying courtesy with which you have responded to my many requests for advice and counsel in the various trying circumstances that every inspector meets with who endeavors faithfully and impartially to discharge the difficult and oft times delicate duties connected with a position of such a character.

I have the honor to be, Sir,

Your obedient servant,

W. D. McKENZIE.

To DAVID ALLISON, ESQ., M. A., LL. D.,
*Superintendent of Education.*

---

## *DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

SIR,—

I beg leave to submit the following report on educational matters in District No. 7, for the school year ended 31st October, 1885.

I shall begin by comparing, as usual, a few of the most important figures in the statistical returns for the year, with corresponding ones of the previous year. First, with regard to teachers employed:

*See note on page 57.

## CAPE BRETON COUNTY.

| | WINTER TERM. | | | | SUMMER TERM. | | | |
|---|---|---|---|---|---|---|---|---|
| | A | B | C | D. | A | B | C | D. |
| 1884—Males..... | 3 | 21 | 27 | 32 | 3 | 25 | 21 | 34 |
| Females..... | .. | 2 | 22 | 21 | 0 | 5 | 23 | 26 |
| " Ass't.... | .. | .. | .. | .. | | .. | .. | 1 |
| 1885—Males..... | 3 | 25 | 21 | 34 | 4 | 23 | 22 | 38 |
| Females..... | .. | 4 | 24 | 30 | .. | 3 | 29 | 30 |

## RICHMOND COUNTY.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1884—Males..... | 1 | 10 | 10 | 12 | 1 | 8 | 9 | 17 |
| Females..... | .. | .. | 15 | 16 | .. | .. | 14 | 22 |
| 1885—Males..... | 1 | 8 | 10 | 11 | 1 | 5 | 8 | 14 |
| Females..... | .. | 1 | 13 | 19 | .. | 1 | 12 | 25 |

The following table is a comparative statement of the number of schools in operation, and the attendance of pupils at school:

## CAPE BRETON.

| | No. of Sch'ols in sessi'n. | No. of Pupils registered. | Grand total days attendance. | Average daily attendance. | Total No. different pupils dur'g year. | Proportion of population. |
|---|---|---|---|---|---|---|
| 1884. | | | | | | |
| Winter Term..... | 125 | 5910 | 376246 | 3479.6 | 7268 | 1 in 4.3 |
| Summer " .... | 137 | 6361 | 355858 | 3479. | | |
| 1885. | | | | | | |
| Winter Term..... | 141 | 6096 | 383102 | 3542.6 | 7485 | 1 in 4.1 |
| Summer " .... | 149 | 6508 | 361045 | 3579.4 | | |

## RICHMOND COUNTY.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1884. | | | | | | |
| Winter Term..... | 64 | 2239 | 125112 | 1140.6 | 2354 | 1 in 5.3 |
| Summer " .... | 71 | 2472 | 134405 | 1351.4 | | |
| 1885. | | | | | | |
| Winter Term..... | 63 | 2178 | 127276 | 1226.3 | 2796 | 1 in 5.4 |
| Summer " .... | 66 | 2490 | 141271 | 1369. | | |

With the year just closed began the third decade of the operation of our present school system, and comparisons with former epochs in the history of our schools might therefore be considered in order. I do not purpose, however, entering largely into statistics, but shall merely compare the number of schools in operation, and the attendance of pupils at school last year, with the corresponding numbers at former periods. I take the year 1869, because that year is the remotest of which I happen to have the Report at hand, and the year 1875 being the first of the last decade.

CAPE BRETON COUNTY.

| | No. of Sections. | No. of Children at School some part of the year. | Proportion of population at School. |
|---|---|---|---|
| 1869 | 117 | 5798 | 1 in 3.9 |
| 1875 | 125 | 6483 | 1 in 4.1 |
| 1885 | 130 | 7485 | 1 in 4.1 |
| RICHMOND COUNTY. | | | |
| 1869 | 60 | 3583 | 1 in 4.2 |
| 1875 | 64 | 3487 | 1 in 4.1 |
| 1885 | 70 | 2796 | 1 in 5.4 |

While it will be seen that the increase in the former County in all the items quoted has been steady and satisfactory, the same cannot be said with regard to the latter. I think, however, that the year 1885 happens to be an unfortunate one for purposes of comparison as far as the County of Richmond is concerned, and that exceptional causes operated to bring about the result indicated. It is largely a fishing county, and the year under review has been a hard one for our fishing population; and it is not difficult to understand how, in times of depression and consequent poverty, the children cannot be prepared to attend school as in ordinary times. Eight sections, nearly 11½ *per cent* of all the sections of the County, for one reason or another, had no school at all during the year, and two of the largest and most populous sections in the County, Poulamond and Little Ance namely, were without school during last winter term, in consequence of their school buildings having been condemned by the Board of Commissioners as unfit for school purposes—a means which has not unfrequently to be employed as a *dernier resort* to bring careless ratepayers to a sense of their duty in providing needed accommodation. That so many schools should ever be closed at the same time is a misfortune for which no good and sufficient reason can be assigned. In the majority of cases, the lack of teachers is the excuse given, but just how far it may be accepted as a good one, it

is difficult to determine, because the special efforts put forth to secure teachers in the proper way and at the proper time are not easily ascertainable. Trustees who apply in time to the Inspector, holding out reasonable inducements for the class of teachers required, are seldom disappointed.

The blessings of education are practically placed within the reach of every child in the Province, and some persons must be answerable for the advantages lost to so many growing children. Where this irreparable loss is fairly attributable to criminal neglect and indifference, be it on the part of parent or trustee, the responsibility is a heavy one indeed! How many men of middle and more advanced age, at this day, are heard to express the deepest regret that the glorious privileges now so easily within the reach of their children were denied to themselves in their youth! How many children now growing up will have reason some day,when it will be, alas, too late, to bitterly repent the loss of the inestimable blessing of education, and perhaps to curse the persons whose apathy and neglect subjected them to it! It must, however, be admitted that for a large number of the population of Richmond County, the advantages enjoyed are not equal with those of other nationalities. The results obtained by sending French children to English schools are often so unsatisfactory as to excuse, in a great measure, the indifference displayed by our Acadian people in common school education.

The county of Cape Breton makes a better showing in the number of schools unoccupied during the year, the number being twelve, or a fraction under eight *per cent*—still too large a proportion.

*New Buildings.*—Since my last report, the new school house therein referred to as approaching completion in the important section of Bridgeport, Cape Breton county, has been finished, well furnished with improved desks and occupied, and three departments are now in operation, instead of two as heretofore. There is a spare room in reserve, equal in size and finish to those in use, the trustees having wisely provided for the not very distant future needs of a thriving and growing mining centre like Bridgeport. All concerned deserve much credit for this fine school house; and too much praise cannot be accorded the trustees, and especially their energetic secretary, Mr. Johnston, for the successful issue of a task of more than ordinary difficulty. A third department has been opened in the section of Reserve and Lorway, in a building rented to meet present wants. The building in question, I found to be very unsuitable, and the many and great defects of the other buildings so often complained of, are still unremedied. But "great bodies move slowly," and the power at the back of the schools in question *is* a great body —a wealthy English corporation. As the result of an interview with the trustees, at which I was requested to point out explicitly the defects complained of and their proposed remedies, I was given to understand that the time was not far distant when, as the representative of our school system with all its exactions, I would have no

Westville has two school houses situated at opposite ends of the village, and comprising in all seven teaching apartments. Though additions have been made from time to time, and at short intervals, to the school accommodation, it has yet not kept pace with the rapid growth of population, and the primary departments are, at the present time, over-crowded. The Drummond School at the western end of the village comprises three departments, among which is distributed the greater part of the work of the Common School Course. The work assigned to the first three departments of the Chelsea School at the eastern end is identical with that performed in the Drummond. In the fourth and highest division the Common School Course is completed and more or less High School work done. This department has been for three years under the charge of Mr. A. P. Douglas, who has given entire satisfaction to trustees and people.

The Albion Mines School in 1883 consisted of two over-crowded departments; the pupils are now comfortably accommodated in four, and with increased facilities has come a corresponding improvement in educational work. Mr. A. W. McLeod, for four years Principal, retired at the close of the Summer Term. His successor is Mr. Hugh R. Munro, who has had considerable experience in miscellaneous schools, and has proved himself one of our most successful teachers.

The Stellarton School has also grown from two to four departments within the past few years, the fourth department having been added a year ago. The school is now well equipped and under excellent management. Mr. T. M. Baillie, a gentleman of good scholarly attainments and long experience, has been in charge of the advanced department for several terms.

Reference has already been made to the condition of the River John School buildings. I will only add here that educational progress has been much retarded by the frequent change of teachers in the advanced department.

As this report has already extended to an unusual length, I shall only say in regard to the eight remaining graded schools that all, with the exception of Vale Colliery and Hopewell, are well equipped, and that in all, without exception, excellent work has been done during the past term.

Many of our miscellaneous schools are deserving of special mention, both as regards their equipment and the character of the work performed, but time would fail me to particularize. Of 224 teachers employed in the Winter and 239 in the Summer Term, 66 and 77 respectively had received Normal School training. In this particular, no data exist for comparison, but I have reason to think that these numbers represent a considerable increase over former years.

In conclusion, I beg leave to say that, looking at the present educational status of this District, noting the satisfactory operations

of the past school year, and glancing, as we have attempted to do briefly, at some of the evidences of progress made within a comparatively short period, the friends of education have much reason for thankfulness and encouragement, and the assertion would be justified, that the growth of education in this District, if not always as rapid as we could desire, is still a sure and healthy one.

I have the honor to be, Sir,

Your obedient servant,

R. McLELLAN.

To David Allison, Esq., LL. D.,
*Superintendent of Education.*

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## DISTRICT No. 10.—NORTH COLCHESTER AND CUMBERLAND.

W. D. Mackenzie, *Inspector.*

Sir,—

I have the honor to submit the following report for the school year ended October 31st, 1885.

*Schools in Operation.*—We have had 157 schools in operation in the County of Cumberland this year—the same number as last year, and there was but one section in the entire County that had no school any portion of the year. The Summer Term, as usual, shows a comparatively large increase over the Winter, in the number of schools in session. Though one section is returned as without school the entire year, it must not be supposed the ratepayers of this section were satisfied with such a state of affairs; the school-house was burned down last year and, as certain geographical peculiarities of the section operated against the location of a site for the new building, it was decided at the next meeting of the Board of Commissioners to have the section divided. Immediately on this action being ratified by the Council of Public Instruction each new section took steps to provide a building, and next year accordingly will show two schools where formerly there was but one. I mentioned in my report of last year that there was no likelihood of any considerable increase in the schools of Cumberland for some time to come. A comparison of the two years shows us that we have about reached our possible limit of expansion with present population. Every part of the County where there are as many as three or four families has been erected into a section, and as before mentioned every one of these sections supports a successful school. The rate of increase in Stirling and West Colchester has not been so large as in Cumberland. Both these districts have apparently reached their highest expansion.

They are among the oldest inhabited districts in Nova Scotia, and were fairly well settled before many parts of Cumberland emerged from primeval forest. In Stirling every school has been in operation during the year. In West Colchester one section only has been without school, but this section contains no children, and only two or three ratepayers; it is, however, so isolated that we find it impossible to combine the section with any other. As in the case of Cumberland, both Stirling and West Colchester are partitioned off into a very large number of sections, and this number is likely to remain fixed for some time. There is, however, year after year, a gratifying increase in the number of children attending school, consequent on natural increase of population, the gradual inflow of immigration and a growing appreciation of the benefits of education.

*Buildings, Surroundings, etc.*—Old buildings are being pretty well weeded out. There were but two condemned this year. In nearly all cases the ratepayers take action in re-building, repairs, etc., without waiting for pressure from the Commissioners or Inspector. The school-houses are very creditable in appearance, nicely painted, well furnished, and the hygienic condition generally favorable. We have had no sickness among children that could be traced to want of ventilation or improper sanitary environment. In the location of new buildings every attention is taken to secure healthful surroundings. The old style of desking is rapidly giving way to the elegant modern patents as manufactured at Oxford and Amherst. They are being largely introduced in Cumberland and West Colchester—the District of Stirling, more conservative, still adheres to the older styles of furniture. The development of the æsthetic keeps pace with the growth of material prosperity. This is observable everywhere over the district. A few years ago it was comparatively rare to see a painted school-house—now it is as rare to find one unpainted. The interiors are ornamented with pictures, Autumn leaves, wreaths of evergreen, and drawings by the pupils. Pots of blooming plants are seen in very many of the school windows, and the play grounds are bordered with thrifty young elms, birch, maples, and other beautiful forest trees. On the 12th May this year we had an Arbor Day for the larger graded schools throughout this district. Numbers of trees were planted at Amherst, Parrsboro', Spring Hill Mines, Oxford, and other places in Cumberland. At the Acadia Iron Mines of West Colchester 300 pupils assembled in the morning to hear a lecture on arboriculture, the economic value of trees, influence of forests on climate, etc., after which the boys planted over 50 trees on the school grounds, while the girls spent the day decorating their respective departments. At our local district Teachers' Association to be held in Cumberland in December of this year it is expected that a resolution will be passed directing the attention of the educational authorities to the advisability of appointing a regular Arbor Day for the Province, and otherwise encouraging the planting of trees and protection of our forests.

The new buildings in course of erection when I made my last

report have been completed. A new school-house in conjunction with a public hall is under contract at Spencer's Island. A new and elegant front with bell tower is to be added to the Graded School building in Parrsboro' Town. The building at Fox River Mountain has been finished, and school will open in November. Four new graded schools of two departments each were established in Cumberland last year, aad the proposed amalgamation of two small but densely populated sections in the District of Parrsboro' will probably result in the formation of another graded school at an early day.

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I have the honor to be, Sir,

Your obedient servant,

W. D. McKENZIE.

To DAVID ALLISON, ESQ., M. A., LL. D.,
*Superintendent of Education.*

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## *DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

SIR,—

I beg leave to submit the following report on educational matters in District No. 7, for the school year ended 31st October, 1885.

I shall begin by comparing, as usual, a few of the most important figures in the statistical returns for the year, with corresponding ones of the previous year. First, with regard to teachers employed:

*See note on page 57.

## Cape Breton County.

| | WINTER TERM. | | | | SUMMER TERM. | | | |
|---|---|---|---|---|---|---|---|---|
| | A | B | C | D. | A | B | C | D. |
| 1884—Males..... | 3 | 21 | 27 | 32 | 3 | 25 | 21 | 34 |
| Females..... | .. | 2 | 22 | 21 | 0 | 5 | 23 | 26 |
| " Ass't.... | .. | .. | .. | .. | | .. | .. | 1 |
| 1885—Males..... | 3 | 25 | 21 | 34 | 4 | 23 | 22 | 38 |
| Females..... | .. | 4 | 24 | 30 | .. | 3 | 29 | 30 |

## Richmond County.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1884—Males..... | 1 | 10 | 10 | 12 | 1 | 8 | 9 | 17 |
| Females..... | .. | .. | 15 | 16 | .. | .. | 14 | 22 |
| 1885—Males..... | 1 | 8 | 10 | 11 | 1 | 5 | 8 | 14 |
| Females..... | .. | 1 | 13 | 19 | .. | 1 | 12 | 25 |

The following table is a comparative statement of the number of schools in operation, and the attendance of pupils at school:

## Cape Breton.

| | No. of Sch'ols in sessi'n. | No. of Pupils registered. | Grand total days attendance. | Average daily attendance. | Total No. different pupils dur'g year. | Proportion of population. |
|---|---|---|---|---|---|---|
| 1884. | | | | | | |
| Winter Term..... | 125 | 5910 | 376246 | 3479.6 | 7268 | 1 in 4.3 |
| Summer " .... | 137 | 6361 | 355858 | 3479. | | |
| 1885. | | | | | | |
| Winter Term..... | 141 | 6096 | 383102 | 3542.6 | 7485 | 1 in 4.1 |
| Summer " .... | 149 | 6508 | 361045 | 3579.4 | | |

## Richmond County.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1884. | | | | | | |
| Winter Term..... | 64 | 2239 | 125112 | 1140.6 | 2354 | 1 in 5.3 |
| Summer " .... | 71 | 2472 | 134405 | 1351.4 | | |
| 1885. | | | | | | |
| Winter Term..... | 63 | 2178 | 127276 | 1226.3 | 2796 | 1 in 5.4 |
| Summer " .... | 66 | 2490 | 141271 | 1369. | | |

With the year just closed began the third decade of the operation of our present school system, and comparisons with former epochs in the history of our schools might therefore be considered in order. I do not purpose, however, entering largely into statistics, but shall merely compare the number of schools in operation, and the attendance of pupils at school last year, with the corresponding numbers at former periods. I take the year 1869, because that year is the remotest of which I happen to have the Report at hand, and the year 1875 being the first of the last decade.

CAPE BRETON COUNTY.

| | No. of Sections. | No. of Children at School some part of the year. | Proportion of population at School. |
|---|---|---|---|
| 1869 | 117 | 5798 | 1 in 3.9 |
| 1875 | 125 | 6483 | 1 in 4.1 |
| 1885 | 130 | 7485 | 1 in 4.1 |
| RICHMOND COUNTY. | | | |
| 1869 | 60 | 3583 | 1 in 4.2 |
| 1875 | 64 | 3487 | 1 in 4.1 |
| 1885 | 70 | 2796 | 1 in 5.4 |

While it will be seen that the increase in the former County in all the items quoted has been steady and satisfactory, the same cannot be said with regard to the latter. I think, however, that the year 1885 happens to be an unfortunate one for purposes of comparison as far as the County of Richmond is concerned, and that exceptional causes operated to bring about the result indicated. It is largely a fishing county, and the year under review has been a hard one for our fishing population; and it is not difficult to understand how, in times of depression and consequent poverty, the children cannot be prepared to attend school as in ordinary times. Eight sections, nearly 11½ *per cent* of all the sections of the County, for one reason or another, had no school at all during the year, and two of the largest and most populous sections in the County, Poulamond and Little Ance namely, were without school during last winter term, in consequence of their school buildings having been condemned by the Board of Commissioners as unfit for school purposes—a means which has not unfrequently to be employed as a *dernier resort* to bring careless ratepayers to a sense of their duty in providing needed accommodation. That so many schools should ever be closed at the same time is a misfortune for which no good and sufficient reason can be assigned. In the majority of cases, the lack of teachers is the excuse given, but just how far it may be accepted as a good one, it

is difficult to determine, because the special efforts put forth to secure teachers in the proper way and at the proper time are not easily ascertainable. Trustees who apply in time to the Inspector, holding out reasonable inducements for the class of teachers required, are seldom disappointed.

The blessings of education are practically placed within the reach of every child in the Province, and some persons must be answerable for the advantages lost to so many growing children. Where this irreparable loss is fairly attributable to criminal neglect and indifference, be it on the part of parent or trustee, the responsibility is a heavy one indeed! How many men of middle and more advanced age, at this day, are heard to express the deepest regret that the glorious privileges now so easily within the reach of their children were denied to themselves in their youth! How many children now growing up will have reason some day,when it will be, alas, too late, to bitterly repent the loss of the inestimable blessing of education, and perhaps to curse the persons whose apathy and neglect subjected them to it! It must, however, be admitted that for a large number of the population of Richmond County, the advantages enjoyed are not equal with those of other nationalities. The results obtained by sending French children to English schools are often so unsatisfactory as to excuse, in a great measure, the indifference displayed by our Acadian people in common school education.

The county of Cape Breton makes a better showing in the number of schools unoccupied during the year, the number being twelve, or a fraction under eight *per cent*—still too large a proportion.

*New Buildings.*—Since my last report, the new school house therein referred to as approaching completion in the important section of Bridgeport, Cape Breton county, has been finished, well furnished with improved desks and occupied, and three departments are now in operation, instead of two as heretofore. There is a spare room in reserve, equal in size and finish to those in use, the trustees having wisely provided for the not very distant future needs of a thriving and growing mining centre like Bridgeport. All concerned deserve much credit for this fine school house; and too much praise cannot be accorded the trustees, and especially their energetic secretary, Mr. Johnston, for the successful issue of a task of more than ordinary difficulty. A third department has been opened in the section of Reserve and Lorway, in a building rented to meet present wants. The building in question, I found to be very unsuitable, and the many and great defects of the other buildings so often complained of, are still unremedied. But "great bodies move slowly," and the power at the back of the schools in question *is* a great body —a wealthy English corporation. As the result of an interview with the trustees, at which I was requested to point out explicitly the defects complained of and their proposed remedies, I was given to understand that the time was not far distant when, as the representative of our school system with all its exactions, I would have no

further reason to complain. *Quod bonum felix faustumque sit.* The "New Mines," as the locality with the double name is familiarly called, is a growing and promising place, and it cannot be much longer neglected in this particular; so I am full of hope. An additional department, making the fifth, has been opened in the section of Little Glace Bay. Here, also, the building used is only rented temporarily. The trustees, however, have the matter of suitable and increased accommodation, to meet the growing requirements of the place, under consideration, and judging by the past, no fears need be entertained but that, in due course, the result will be something creditable to their intelligence and to the large and important section they represent. After much effort on the part of the few active friends of education in Louisburg, a second department was opened last term, in an old long-abandoned school house, scarcely fit for the purpose. The return places the number of children between 5 and 15 years of age in the section at 90, and the number enrolled in the two schools at 39 and 40 respectively—79 in all—showing that the additional department was not a superfluous luxury. The friends of progress in this section unfortunately experience much difficulty on account of the opposition of obstructionists. New school houses, calculated to meet the necessities of the sections, have been erected and occupied, during the year, at Grand Narrows and East Bay Chapel, the latter section enjoying school privileges last year for the first time since the winter of 1881 when the former school house was destroyed by fire. The new section established in 1884 at Victoria Bridge also had school during the year in a temporary rented building. In the county of Richmond, building operations were confined to the section of Poulamond above referred to. Here a new school house was erected and, though unfinished inside, occupied during the summer term, and it seemed to be fairly comfortable. Numerous minor improvements were effected in other sections, which it is not necessary to specify, but which on the whole indicate material progress. While on the subject of school buildings, I may state that in the absence of authorized plans and designs it is often very difficult to induce trustees and ratepayers to erect buildings adapted, either as to size or design, to the objects intended and to the requirements of the locality. It is to be hoped that the suggestions on this head made in your last report will be carried out at an early day.

The academy at Sydney, under the management of Principal McKittrick and Vice-principal MacKeen, continues to do excellent work. I forbear, however, making in this report any extended remarks on the character and work of this institution in view of the following facts:—(1) At the time of my official visit last term, the attendance was decimated by the presence in the town of the dreaded small-pox; and (2) the "Act to Encourage Academic Education," passed in the last session of Parliament, inaugurates this year a new era in the history of intermediate education in our Province. That that measure is calculated to give a wholesome stimulus to our County Academies, there can scarcely be room for doubt, and I am sure that under its provisions Sydney, as in the past, will give a good account

of herself. Several of the leading graded schools throughout the district are also doing educational work of a high order, notably those of North Sydney, Sydney Mines, Little Glace Bay, Gowrie and Block House, in Cape Breton County. These sections aim at securing the best teachers available, and by paying liberal salaries succeed in doing so, and the result is very satisfactory work.

The character of the work done at the *Young Ladies Academy* at Arichat continues to keep up the high reputation of the Sisters of the Congregation of Notre Dame. There are, of course, many excellent teachers in the miscellaneous schools of the district whom it is impossible and unnecessary in a paper of this kind to specify, but who, considering the difficulties under which they labor, are also doing excellent work. That there are many teachers of all grades who do not come up to the mark or standard of excellence expected of them, is also a fact, but on the whole I am happy to state that the general educational progress is sure and steady, and such as to inspire the highest hope for the future of the great mass of our rising youth.

The sixth annual meeting of the Teachers' Association of the District was held at Sydney on the 17th and 18th of September, eighty teachers attending the various sessions. This is, I think, the highest membership yet attained, showing that the interest in the aims and objects of the Association is not flagging. The papers generally were well thought out and ably written essays, which elicited considerable discussion. The presence and assistance of the Superintendent of Education contributed in no small degree to the success of this meeting, and both were accordingly acknowledged by a cordial vote of thanks. A noticeable feature in the attendance of teachers was a larger number than ever before from the County of Richmond.

At the annual Teachers' Examination, 115 candidates for the different grades presented themselves at Sydney Station, and 31 at Arichat. Following are the particulars and results:

*Sydney.* Grade A, 1, Mr. H. Mellish, B. A., who scored the splendid average of 77.7 per cent. Grade B, 10, of these, one only was entirely successful, 7 of the remainder obtaining Grade C, 1 D, and one receiving no award. Grade C, 59, of whom 19 succeeded, 18 secured the next grade and 22 failed altogether. Grade D, 45, of whom 10 succeeded and the remaining 35 failed. Thus 57 succeeded in obtaining some grade of license, but that number does not represent the acquisition of new material to the teaching staff, as 20 of them already held licenses, leaving the number of new teachers at 37.

*Arichat.* Grade B, 3, all successful. Grade C, 13, of whom 6 succeeded, 5 obtained Grade D, and 2 failed entirely. Grade D, 15, 11 succeeded and 4 failed. The total number of successful candidates at this station was 25, of whom 7 already held some grade of license, and 18 are new teachers.

As last year I was called upon to record the loss of one of the school commissioners of Richmond county, this time I regret to announce that the board of the County of Cape Breton has been visited by the hand of death in the person of the Rev. S. Kendall. Although not taking a very active part in the proceedings of the board in late years, yet the records show that he was seldom absent from its deliberations, and he was known to take a deep interest in educational matters. The teachers present at the association of 1884 will, I am sure, long remember the kind and sympathetic words of the mild old gentleman in his address of encouragement on that occasion. A finished scholar himself, he showed that his heart was in the work and with the workers.

In addition to the foregoing pages, the statistical tables already forwarded will furnish almost any phase of information desirable from figures. Indeed I respectfully submit whether some of them might not be simplified considerably, if not dispensed with altogether, as entailing more labor than the value of the information warrants.

In conclusion, I beg leave to thank you for your uniform kindness and courtesy in our official intercourse, and to express my appreciation of many acts of kindness and assistance received at the hands of many of the commissioners of schools and of the teachers.

I have the honor to be, Sir,

Yours very respectfully,

M. J. T. MACNEIL.

To David Allison, Esq., LL. D.,
*Superintendent of Education.*

# APPENDIX C.

# REPORT OF THE BOARD OF SCHOOL COMMISSIONERS.

## CHAIRMAN'S REPORT.

OFFICE OF COMMISSIONERS OF SCHOOLS,
Halifax, N. S., October 31st, 1885.

TO DAVID ALLISON, ESQ., LL. D.,
*Superintendent of Education.*

SIR,—

I have the honor to submit for the information of the Council of Public Instruction reports from the Supervisor and from the Secretary of the School Board. These reports give all requisite details as to the work of the schools and the receipt and expenditure of school moneys.

I have devoted much time to the Public Examinations taking place in the various schools almost fortnightly. There has been gratifying evidence of the interest taken in them by many of the more intelligent of our public-spirited citizens. By their presence and assistance these have done much to stimulate and encourage both teachers and pupils.

The hopes regarding higher education, to which I gave expression in closing my report last year, have been fully realized. The legislature of last winter passed such an act as enabled the Board of School Commissioners to extend to every boy and girl of Halifax the inestimable blessings of free secondary education. The movement in favor of the higher studies—the connecting link between the common schools and the colleges—has resulted in the Board taking measures to extend the educational advantages of St. Patrick's department for boys. The Halifax High School and St. Patrick's High School for girls have done much to inspire those of

the Common Schools from which they derive their pupils with an ambition to excel—an inspiration which will henceforth be felt within a larger circle.

For many years we have had some excellent common schools, but our High School has suffered greatly from want of organic union with the great educational system of the Province. It lacked the stimulus, support, and sympathy accorded to institutions in harmony with the spirit of the times, notwithstanding that the masters did all in their power to make it as useful as possible. But now that we are to have High School education, free to all conditions of society and to both sexes, we may reasonably look for better results. High schools and academies are established and vigorously supported in almost every town and village of the Province. Unless the people of Halifax are content to be driven from every field of competition they also will have to look after their interests by fostering education—not a miserable pittance of education—but an education sound, deep, and practical. Only that city can be prosperous which is possessed of the virtue and industry which result from a cultivated intelligence. After having been a School Commissioner for the period of six and a half years, I retire from the Board assured that this community is sound at heart on the educational question, and that on the whole we are advancing in the right direction.

I am glad to be able to report the complete success which attended our first Arbor Day. Pupils, teachers and citizens all contributed their part. After addresses to the teachers and pupils by Commissioners and prominent citizens, and a lesson in tree-planting by Herbert Harris, Esq., the principals of the several schools took charge of the work in their respective play-grounds. A large number of ornamental trees were set out, which will eventually add much to the appearance of the city and serve to develop in the rising generation a taste for the beautiful. In many cases the interest elicited led to the planting of trees around the homes of the pupils. I would recommend that an Arbor Day be set apart for the whole province, on which day it would be the duty of teachers to instruct their pupils with reference to the necessity for preserving and extending our useful and ornamental forest-trees, as well as direct their efforts at tree-planting.

The attention of the Board has been recently called to the system of half-time schools in successful operation in Hamilton, Washington, and elsewhere. The report of the Supervisor on that subject would seem to point to the possibility of some economy being effected in that direction.

We continually hear it said that so much education as is now bestowed on our poorer classes has a tendency to unfit them for the vocations in life which must inevitably fall to the lot of the most of them. That eight or ten years spent in any of our orderly and well-conducted schools, in the diligent and systematic pursuit of the

various branches of knowledge, can lead to any other result than the formation of habits of industry, obedience to constituted authority, and that self-respect that deters from crime, is to me inconceivable. Yet, I think it would be well to give more encouragement to the directly practical,—by teaching the boys the use of the various mechanical tools,—and by teaching the girls the arts of sewing and cooking,—in short, by the introduction of such fundamental principles of manual training as are common to all the arts, thus engendering in the minds of all a thorough respect for honest labor by associating it with intellectual pursuits.

It is with much satisfaction that I report that a wise economy has characterized the expenditures of the Board during the last year. They have so far kept well within their estimates in most of the services for the year ending 30th April, 1886. There were several heavy drafts upon the contingent and repair funds, but these are counterbalanced by retrenchment elsewhere. Of the $49,500 estimated for teacher's salaries, only $23,942.74 have been expended, notwithstanding that in the summer term it was found necessary to have three or four extra depatments on account of the larger attendance in summer. There remains, therefore, $25,557.26 not yet expended, or $807.26 more than half of the whole year's estimate for teachers, remaining for the last half of the year,—a very satisfactory showing. Of the total estimate for all services there remains unexpended $39,315,79. In this connection, I should remark that as fuel and repairs are mostly provided for in the first term, less than half the year's estimate provides for the last term. Therefore, with the same economy for the ensuing six months, there is likely to be a small surplus.

In conclusion, I wish to bear testimony to the devotedness and high character of our teachers as a body. Their interest in the welfare of their pupils is not confined to the schoolroom or to the cultivation of their intellects. Let any persons who are doubtful about the excellent moral effects of our schools, visit them, converse with the teachers about the various phases of their work, see for themselves the refining tendency of the training which the pupils receive, and they will feel satisfied that a noble body of earnest and cultivated men and women are zealously carrying out the legal enactment, which makes it their duty "to inculcate by precept and example a respect for religion and the principles of Christian morality, and the highest regard to truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance, and all other virtues."

I have the honor to be,

Your obedient servant,

WM. ACKHURST,

*Chairman.*

# REPORT

OF THE

## Supervisor of the Halifax Public Schools for the year ended October, 1885.

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TO THE CHAIRMAN AND MEMBERS OF THE BOARD OF SCHOOL COMMISSIONERS FOR THE CITY OF HALIFAX:

*Gentlemen,—*

I have the honor to submit to you the following Report on the Public Schools of this city for the year ended 31st Oct., 1885:—

### TEACHERS EMPLOYED.

| | Winter Term. | | | | | | | | | | | Summer Term. | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male Teachers. | | | | Female Teachers | | | | Total. | | | Male Teachers. | | | | Female Teachers. | | | | Total. | | |
| Grade | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Males. | Females. | Both. | Academic. A | Class I. B | Class II. C | Class III. D | Academic. A | Class I. B | Class II. C | Class III. D | Male. | Female. | Both. |
| 1885 | 2 | 10 | 1 | 2 | 1 | 24 | 53 | 5 | 15 | 83 | 98 | 2 | 10 | 1 | .. | 1 | 28 | 55 | 5 | 13 | 89 | 102 |
| 1884 | 2 | 10 | 1 | 2 | 1 | 20 | 56 | 5 | 15 | 82 | 97 | 2 | 9 | 3 | 2 | 1 | 22 | 55 | 5 | 16 | 83 | 99 |
| Increase | .. | .. | .. | .. | .. | 4 | .. | .. | .. | 1 | 1 | .. | 1 | .. | .. | .. | 6 | .... | .. | .. | 6 | 3 |
| Decrease | .. | .. | .. | .. | .. | .. | 3 | .. | .. | .. | .. | .. | .. | 2 | 2 | .. | .... | .... | .. | 3 | .. | .. |

From an inspection of this table it is seen that the number of lady teachers holding grade "B" is increasing. Inasmuch as they are employed at lower salaries, and enable the Board to draw as much Government money as male teachers of grade "B," and more than male teachers of grade "C," it is evident that, financially, the Board gains by their employment. As they continue much longer in the profession, on an average, than male teachers in the second or third classes, and thereby accumulate a larger amount of professional experience, and usually have a Normal School training, they become

much better teachers, and more devoted to their work than those who merely make teaching a stepping-stone to some more lucrative profession.

The attendance at the Poor Asylum school having dwindled down to an average of five, the board withdrew the teacher on the 6th of March, and utilized her services in the second department of the Maynard street school.

Upon the completion of the two new departments in Morris street school and the re-grading of the pupils at Christmas holidays, it was found that they could all be accommodated in ten departments. Miss Mutch, the eleventh teacher in that school, was therefore transferred to Albro street school. There has been very great improvement in the health of the pupils of the primary classes in Morris street school since the change from the crowded cap-rooms to the beautiful rooms now used. The teachers were also very much benefited, and are now doing greatly improved work. The application of the principle of co-education to this school has made it possible to have the pupils so graded as to give to each teacher the definite work of one *grade* of the course of study. This gives to Morris street school a decided advantage over other schools not so well graded.

PUPILS REGISTERED.

As shown by the school returns, the total number of pupils enrolled for the Winter Term, not including the high school, was 5324, of whom 2722 were boys and 2487 were girls. As to ages, 4974 were reported under fifteen years, and 350 above 15 years.

These pupils made a grand total days' attendance of 394,477,—the average daily attendance in all the schools being 3673, or about 32 pupils to each teacher.

The total number of pupils reported as enrolled for the Summer Term was 5492, of whom 2658 were boys and 2834 were girls. As to ages, 5253 were reported under 15 years, and 239 above fifteen years.

These pupils made a grand total days' attendance of 368,972,—the average daily attendance in all the schools being 3983, or about 42 to each teacher.

The total number of *different* pupils reported as attending school during some part of the year was 6247, or 419 more than during the preceding year.

The grand total days' attendance was 2469 days more than it was as reported last year, notwithstanding one teaching day less in each Term.

The proportion of population at school in this city for the year was about 1 in 5.7, a decided improvement upon last year.

During the last year the Prescribed Course of Study was well carried out in several schools. The principals sub-divided the work and apportioned it to their associated teachers who are doing their best to work up to it. The Prescribed Course of Study has been found very useful in giving definiteness and system, so that each teacher knows precisely for how much of the course he is responsible. Many of the defects of which mention was made in this part of last year's report have been remedied. There yet remains a necessity for more attention to the *Lessons on Nature.* They can scarcely be said to form any part of the syllabus of examination on which teachers are granted licenses. They are not required in the examination for entrance into the high schools, and are therefore neglected for those subjects which are so required, and further, there are no appliances yet provided by the Board for the prosecution of these studies. The Council of Public Instruction recommend Prang's Natural History Series of botanical and zoological drawings and cards for use in every school. Color charts, Natural History cabinets, and model weights and measures, would be exceedingly useful. A little enthusiasm for these studies on the part of teachers and pupils would doubtless meet with a suitable response from parents and school authorities in the city. Every school department in Pictou town is provided with an interesting cabinet of our common minerals, fossils and objects of interest, contributed by the pupils, or obtained by the teachers during their holiday studies and travels. Many schools in every part of the province are so provided.

## HALIFAX HIGH SCHOOL.

From a comparison of the tables given with those of last year, it will be seen that the attendance in the high school has decreased about one-eighth of the whole. The total cost for the year just ended was $8,195.91, or about $91 per pupil, which is nearly as much as the average cost per pupil in the high schools of Boston. It was, therefore, manifestly the duty of the board to utilize the entire high school building, and to employ the teaching staff in such a way as best to conserve their energies and thus reduce the average cost. In the interests of those whom they represented, it was also expedient that the Halifax high school should be so conducted that they might be able to claim for their constituents their full share of all government grants to which they might be entitled. This they did in the only way in which it could have been legally accomplished. The results of the recent entrance examinations show that the attendance will be such as to reduce the cost per pupil to $45, of which the government will contribute about $8 per pupil (academy grant $1,720), leaving $37 per pupil to be assessed upon the citizens. . . . .

## BRUNSWICK ST. GIRLS' HIGH SCHOOL.

The average age of the pupils of this school was very much reduced by the exodus to the Normal school, which took place at the beginning of the school-year. Of those who remained one succeeded in taking grade 'B,' seven grade 'C,' and seven grade 'D.'

## ST. PATRICK'S GIRLS' HIGH SCHOOL.

This excellent institution has fully justified the predictions made of its success. In the more retired and convenient rooms to which it is shortly to be removed, the conditions of success will be much improved. The second teacher, Sr. De Chantal, obtained a grade 'B' with a good average at the last teachers' examination. Of the pupils of this school who were examined for licenses four obtained grade 'C' and five grade 'D.'

## COMMON SCHOOLS.

The common schools show some improvement during the last year, particularly in the following points. (1) There has been greater attention paid to internal organization. The principals have as far as possible endeavored to secure a proper correlation of the various departments of their schools and uniformity in their general management. Time-tables have been in more general use. There have been regular meetings of the teachers in many of the schools, and specific reports of the work done in each department during the month. Teachers who work with a definite aim and purpose are generally successful. (2) Arithmetic has been taught more successfully than formerly. In order to develop mental power much attention has been given to problems requiring original thought. In this particular Brunswick street school has shown the most progress. (3) Drawing has a somewhat more prominent position in several schools since the teachers began to take lessons from Mr. James, of the high school. Many of the pupils show a decided taste for the universal language, of which every person knows something, and in which every person should be proficient.

## SUMMER STREET SCHOOL.

The excellent work done in the senior department of this school is evidenced by the fact that, of nine candidates who applied for license, seven succeeded, viz: one 'B,' four 'C's,' and two D's.' Miss Ryan has conducted this class with much success since holidays.

## MAYNARD STREET SCHOOL.

This school is prospering under the able management of Miss Bruce. The reading of several of the pupils at the public examination was superior in expression and spirit to that heard at any of the other schools.

## MORRIS STREET SCHOOL.

The primary class of this school is particularly interesting. The teacher has by professional reading and observation made herself familiar with modern educational improvements, and has thrown her energies into her work with rare enthusiasm. The city is fortunate in having several superior primary teachers at the present time.

## PUBLIC EXAMINATIONS.

There has been an important modification in the manner and time of conducting the public examinations of the common schools. At each meeting of the board a school is selected by lot to be examined on the following Wednesday. For this method the following advantages are claimed: (1) As the examinations go on at intervals during the year a sufficient amount of time can be devoted to each school, and the convenience of the commissioners can be consulted, so that they may be always represented on those occasions. (2.) Every teacher feels the necessity of being at all times prepared. The various subjects of study are kept continually reviewed—one of the most important conditions in laying the foundation of an education. Formerly a few weeks of special cram, and a few showy recitations, formed in many instances the basis of so-called successful examinations.

## DRAWING.

The course of lessons on industrial drawing given to the teachers by Mr. James, of the high school, has been well attended, and the results so far are very satisfactory. An examination of the teachers attending these classes will be held on the 19th of December, after which diplomas will be awarded to those who obtain an average of fifty per cent. on their paper. The course embraces flat outline drawing and designing (freehand); model and object drawing (freehand); plain geometrical drawing (instrumental) perspective drawing (instrumental.)

## THE HALF TIME SYSTEM.

In several cities in which the number of pupils is so great that the school authorities have been unable to provide them all with school accommodation at the same time, it has become a custom to arrange for the tuition of some of the primary classes in the forenoon, and for remainder in the afternoon. By this method a school-room can be made to accommodate twice as many pupils as by the ordinary method. In some cases, teachers also do double duty, by teaching one set of pupils in the forenoon and another set in the afternoon. I have been asked to ascertain the general effects of this system, especially in Toronto. I found that this plan was adopted there about two years ago as a temporary expedient. It was used only in parts of the city deficient in school accommodation, and mostly in summer when the school-rooms were crowded. It was looked upon, not as an experiment, but as a necessity for the time being—a plan to be set aside as soon as circumstances would permit. For primary classes it was considered that two and a half or three hours in the forenoon, and an hour or an hour and a half in the afternoon, with an intermission of two hours, resulted in the greatest amount of intellectual work without too great a strain upon the physical system. The school authorities wished it to be distinctly understood that in the Queen

City of Canada, they were not reduced to such straits as to be compelled to adopt permanently a system which required teachers to do double duty. Failing, therefore, to learn much of the system in a place in which it had not been fully tried, I visited Hamilton, Detroit, Toledo and Washington cities, in which the half-time system had been in favor and use for years. I found great diversity in the modes of its application. In some schools the older pupils attend the forenoon session, and the younger the afternoon session; in others, this plan reversed. Some schools selected the forenoon and afternoon classes according to the preference of the parents; in others according to the advancement of the pupils. Some schools had forenoon and afternoon sessions, each two and a half hours in length, while others had three hours. Some had unequal sessions. After a careful study and observation of the various methods, I have come to the following conclusions:—

*(a)* In normal conditions, the power of mental acquisition and retentiveness are much greater in the forenoon than in the afternoon. If this is true it follows that pupils selected for the forenoon session would have the advantage of being able to learn much more than those selected for the afternoon session. In the case of the former their mental impressions would be clearer and more permanent.

*(b)* Although the pupils' intellectual keenness is somewhat worn off after a forenoon spent in study or play, yet the constructive faculties are still sufficiently active for profitable work. Hence our best teachers so arrange their time tables as to bring on those subjects requiring most original thought in the forenoon, while routine work is disposed of in the afternoon.

*(c)* Therefore, with pupils under favorable home conditions, and in charge of trained teachers in well-ventilated school rooms, our present school hours for primary classes give the best possible results.

*(d)* In many of our school rooms the sanitary conditions are so defective that pupils attending them suffer a physical deterioration which is very marked. This evil is greatly aggravated by similar defects at home; but it might be ameliorated by greater care, knowledge, and sensitiveness on the part of teachers and others. In such school rooms, therefore, it is desirable that the school hours should be curtailed as much as possible, and that teachers should be prepared to do a maximum of work in a minimum of time.

*(e.)* Pupils sent to school at the age of five, kept in badly ventilated rooms for long sessions, without systematic recreation and physical exercise, and pressed to study home lessons of serious length, inevitably become mentally and physically stunted, and at the age of eleven or twelve are found inferior to pupils who have spent only half the time in school under more favourable conditions.

*(f)* I am convinced, from the testimony of many teachers and superintendents, that three hours per day of well-directed concentrated attention is as much as can be secured from very young pupils in the present condition of our school rooms.

*(g)* The money now spent in giving full time tuition to primary classes might, with much more profit to the citizens, be spent on pupils who have attained to greater maturity, and who could consequently benefit by greater educational facilities, such as are provided in every community where the economic advantages of a good education are appreciated.

I would therefore recommend that in any department having many pupils over the average which can be advantageously taught together, the half-time system be adopted; that the older and more advanced pupils be taught in the forenoon from 9 to 12, and that the afternoon from 2 to 4 be devoted to those just entering school. Pupils at the age of five are too young to begin a course of study, such as is usually pursued in our common schools. It would be very profitable for them to go to a kindergarten at that age or even younger, but under the present system the transition from the freedom of home life to the severe restraint of school life is too abrupt and unnatural. An afternoon session for a term or two would serve to initiate them gradually and without doing violence to their natures. At the age of six, then, they would be well prepared to enter upon harder and more systematic work in a forenoon session of three hours.

By information obtained from the secretary I find that this school board would have saved not less than $350 by having adopted the half-time system last May. A still greater annual saving might be effected hereafter by an extension of the system. In connection with this whole subject it is my duty to report that the half time system is not popular with parents who are often away at work, and, being unable to care for their children at home, send them to school in order that they may be looked after. It may be questioned whether this is one of the functions of the school board.

### SCHOOLHOUSES, VENTILATION, ETC.

I found that in nearly all the cities which I visited the school accommodation was superior to ours; not so much, however, in the external appearance of the buildings as in their internal adaptation to school requirements. They were more generally provided with play grounds. The class rooms were large and well lighted, and supplied with superior desks and blackboards. In one point the school houses of Quebec and Ontario were quite as defective as ours. Every town had made some effort to solve the problem of ventilation, but had failed. Some were slightly better than others, but all were bad. In passing through Toledo I remained a short time to study the system of which I had heard so much during the last year. I made enquiries from all classes of the people concerning its working,

and heard nothing but satisfaction expressed. The teachers were emphatic in its praise. I then visited various school buildings, saw it in use, and subjected it to careful experiment. In one building of eight departments there were two furnaces. One of the furnaces, which heated half the building, was lighted in my presence, and half an hour afterwards I found that the temperature had been raised eight degrees. By the use of the anemometer and calculations founded on the size of the rooms, I found that the entire bulk of the air in them had been changed twice during that half hour. I found that every a vantage that was claimed for the system was valid. Its simplicity, economy, effectiveness and superiority to every other system in use, are such as to render its universal use a matter of certainty in the near future.

## HIGH SCHOOLS.

There is nothing in the whole history of education more wonderful than the improvement in public sentiment regarding high schools. As a good example, take the city of Hartford, with a population of 42,000—not much larger than Halifax. About thirty years ago a high school was erected there at a cost of $10,000, which was considered extravagant. Doing good work, however, it was well supported by public opinion, and supplied from the civic treasury with every necessary equipment. It soon grew to such proportions as to require a new building, which cost $160,000. This noble edifice having been consumed by fire in 1882, has been replaced by a still grander building in 1884, costing, with its furnishings, library, apparatus, etc., $285,000, the cost of the lot in addition having been $30,000. This sum of money was appropriated by a vote of the citizens of the town of Hartford. Let us contrast this city and another city nearly as large—Halifax, on the finest harbor of the Atlantic, and the capital of a province with ten times the natural resources of Connecticut. Here a $40,000 building is considered by some to be beyond the academic needs of the city. This enormous development of the high school system is not an American idea. On this side of the Atlantic we are but feebly imitating the older countries of Europe, in which it was long ago proved by means of international exhibitions that manufacturing industries flourished directly in proportion to the attention giving to the higher education. It might be profitable to refer to some particulars in which the high schools which I visited differ from our own. (1) These schools being larger than ours, and in much larger cities the process of specialization had gone much further. Some of them had as many as four courses of study—classical, commercial, scientific, and industrial. An excellent move in this direction was recently made by this board in the adoption of two courses of study in the academy—an English and a Classical. (2) The teaching of science receives more attention. Laboratories are provided, in which each pupil is required to take a course of practical chemistry and physics. The bearing of these sciences on the various industrial occupations is kept constantly in view. (3) Diplomas are given to those who have completed the prescribed course of study. This has the important effect of keeping pupils longer in school by

keeping before them a goal at which they are ambitious to arrive. (4) The pupils are not allowed to take more than four studies at one time, so that there is little danger from the evils of over pressure and cram.

INDUSTRIAL EDUCATION.

In discussing this important subject the following statements will be readily admitted to be almost axiomatic: (a) A very large majority of all pupils now attending our schools are destined to earn the greater part of their livelihood by some form of manual labor. (b) If a taste for manual labor and habits of active industry are not formed before the age of about fifteen they are seldom formed thereafter. (c) There is too much tendency to crowd into the learned professions, and an affectation of contempt for honest manual labor. (d) The system of apprenticeships, by which special technical skill was formerly obtained, has largely fallen into disuse. (e) There is a demand for skilled labor, which has frequently to be supplied from abroad. (f) Without in the least diminishing the general culture, *which it is the most important function of our schools to give*, they might and should give a training that would form a general basis for a subsequent industrial education. The industrial classes would then gain from the schools more than they lose from the abandonment of the apprenticeship system. (g) Skilled manual training possesses an educational value equal to any of the ordinary school studies. The hand is educated by the mind, and the mind by the hand. Let us have the cunning hand and cultivated brain. The school advantages of the city boy are superior to those of the country boy, but the latter has his school education supplemented by an industrial education, which makes him generally the superior of his city cousin. The following extract from a Boston school report reflects the statements of many in this city:

"Many thoughtful and philanthropic persons in the community are beginning to feel that we are concentrating our efforts too exclusively upon intellectual instruction. It is thought that the tendency of the school is to give the pupils a distaste for manual occupation; that they are too much stimulated to persevere in their school studies by fallacious hopes of obtaining a livelihood in occupations which do not require manual labor. I am in favor of adapting all our educational systems and institutions to the actual wants of the community, and it strikes me that this question of industrial schools is at least worthy of careful investigation."

The St. Louis manual training school, the finest institution of the kind in America, proposes by lengthening the usual school day a full hour and by abridging somewhat the number of daily recitations, to find time for drawing and tool work, and thus secure a more liberal intellectual and physical development—a more symmetrical education. It is believed that, to all students, without regard to plans for the future, the value of the training which can be got in shop work, spending only eight or ten hours per week, is abundantly sufficient

to justify the expense of materials, tools, and teachers. One great object of the school is to foster a higher appreciation of the value and dignity of intelligent labor and the worth and respectability of laboring men.' I visited a few of the industrial schools of the United States, and was very much impressed with the work done in them. I was surprised to find that the annual cost of such schools was so much less than I had anticipated. I would therefore recommend this important subject to the early consideration of the board.

### SEWING.

The following propositions have my endorsement, and are also recommended to the Board: (1) No girl can be properly educated who cannot sew. It would be a waste of time to demonstrate the importance of this part of a girl's education. (2) If this education were left to the homes it would be imperfect or wholly neglected, especially in the homes where it would be of the greatest practical utility. (3) That sewing should be an obligatory branch of instruction in all elementary public schools where girls are taught, is both desirable and practicable. (4) This instruction should begin with girls when about eight years of age, and continue throughout the elementary course, from one to three hours a week being given to the lessons. (5) The course of instruction should be graded, beginning with plain sewing and mending and advancing to cutting and fitting. (6) The regular teachers might give the instruction in the lower grades, the employment of special teachers being limited to the upper classes. (7) Ability to teach sewing ought to be reckoned among the essential qualifications of a teacher of girls in the lower classes of elementary schools.

### KINDERGARTEN.

Many persons are of the opinion that the legal school age for entrance should be seven, or at least not less than six. They will be surprised to learn that in 1882 there were enrolled in the schools of England and Wales 416,126 infants under five years of age, and in Scotland 114,267 of the same class. In France there were recently 621,177 children enrolled in the maternal schools. The frequent attempts that are made to introduce their children into our schools at an earlier age than is allowed by law seems to point to a general demand for something intermediate between the nursery and school proper. The Kindergarten is the only agency that can supply that want. A few towns are trying experiments which are in some cases very satisfactory. In Toronto two Kindergartens have been engrafted on the common school system. Supervisor Hughes, the chief promoter of the Kindergarten in Ontario, has perfect faith in the system. He says:—The chief aim of the Kindergarten, so far as relates to the mind, is to qualify the children for the ready and accurate acquisition of knowledge, instead of merely communicating a certain amount of information. It must be borne in mind, how-

ever, that the kindergarten development is not confined to the mind. It includes the training of the whole being, and devotes specific attention to moral, physical, social and industrial education in addition to intellectual culture. Though it is to be feared that for some years to come the Kindergarten in this city must be left to private enterprise and benevolence yet a study of its principles and philosophy should be encouraged, particularly among the primary school teachers.

### TRAINED TEACHERS.

In New Brunswick and Ontario teachers are required by law to have Normal School diplomas. In the United States trained teachers have the preference, many of the cities supporting one or more normal schools at its own expense. Even Portland, Me., (pop. 33,000) supports a training school of its own teachers. Nova Scotia supports at Truro an excellent Normal School for the purpose of supplying this Province with men and women skilled in the teaching profession. It is very gratifying to find that Halifax for the last two years has not been behind the times in availing itself of this privilege. It has encouraged its candidates for the teaching profession to go there—several of whom have won its highest honors. Of the teachers who received appointments this year, eight can claim some special training. One of the most distinguished educationists of the continent remarks: "All competent authorities agree in the opinion that a course of special training in the theory and practice of teaching should be insisted upon as a prerequisite to the occupation of teacher. In no department of school economy is there a greater waste of public money than in the employment of untrained teachers. No doubt very talented young ladies with only a high school education often do well, but with an added Normal training they would do much better. My own experience and observation in the direction and supervision of Normal Schools leads me to conclude that during the first years of service the trained teacher is worth about twice as much as the teacher who has had no professional training. No city can afford to employ untrained teachers."

Respectfully submitted,

ALEXANDER McKAY,
*Supervisor.*

SCHOOL COMMISSIONERS' OFFICE,
*October 31st, 1885.*

# APPENDIX D.

# THE UNIVERSITIES AND COLLEGES OF NOVA SCOTIA.

(The following particulars are derived from the calendars of the respective Institutions, or from equally authoritative sources of information courteously placed within my reach. D. A.)

I.

## The University of King's College, Windsor.

Founded 1788.

By Act of Parliament, as "King's College of Nova Scotia," in accordance with the recommendation of a Committee of the House of Assembly, November, 1787.

Incorporated 1802,

By Royal Charter granted by His Majesty King George III.

**PATRON:**

HIS GRACE THE ARCHBISHOP OF CANTERBURY.

**BOARD OF GOVERNORS, 1885-6:**

THE RIGHT REV. HIBBERT BINNEY, D. D., Lord Bishop of Nova Scotia, *Visitor and President of the Board.*

THE MOST REV. JOHN MEDLEY, D. D., Lord Bishop of Fredericton and Metropolitan.

ANDREW J. COWIE, ESQ., M. D.
C. J. TOWNSHEND, ESQ., B. C. L., Q. C., M. P.
REV. CANON BRIGSTOCKE, M. A.
REV. CANON DART, M. A., D. C. L.
REV. GEORGE W. HILL, D. C. L.
CHARLES WILCOX, ESQ.
THE VEN. ARCHDEACON GILPIN, D. D.
J. A. SHAW, ESQ.
REV. HENRY HOW, B. A.
J. C. MOODY, ESQ., M. D.
ALLEN JACK, ESQ., D. C. L.
REV. C. E. WILLETS, M. A., D. C. L.

APPOINTED BY THE DIOCESAN SYNOD OF NOVA SCOTIA.

THE HON. JUSTICE RITCHIE.

APPOINTED BY THE DIOCESAN SYNOD OF FREDERICTON.

REV. F. W. VROOM, M. A.
R. T. CLINCH, ESQ.

T. RITCHIE, ESQ., *Secretary and Treasurer.*

## Faculty.

*Professor of Divinity and Acting President:*—REV. ISAAC BROCK, M. A.

*Professor of Mathematics, Natural Philosophy and Engineering:*—W. R. BUTLER, ESQ., B. E.

*Professor of Chemistry, Geology and Mining:*—G. T. KENNEDY, ESQ., M. A., B. Ap. Sc., F. G. S.

*Professor of English Literature and French:*—C. G. D. ROBERTS, ESQ., M. A.

*Lecturer in Classics and German:*—W. A. HAMMOND, ESQ., M. A.

*Bursar:*—PROFESSOR BUTLER.

*Librarian and Scientific Curator:*—PROFESSOR KENNEDY.

## DIVINITY SCHOOL.

*Professor of Divinity:*—REV. ISAAC BROCK, M. A.

*Lecturer in Biblical Exegesis:*—THE REV. G. W. HILL, D. C. L.

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The patron of the University is the Archbishop of Canterbury, to whose approval "all Statutes, Rules and Ordinances" of the Board of Governors are subject, but King's College is open to students of all denominations, and imposes no religious test either on entrance or on graduation in any Faculty, with the exception of Divinity.

In 1871 a Curriculum was issued for a course of Civil Engineering, and the University has subsequently granted degrees and diplomas in that science, as well as in Arts, Law and Divinity.

The object aimed at in the course of study is to secure a good general education for all matriculated students, while every facility is afforded for the prosecution of special studies. Accordingly every matriculated student, except under peculiar circumstances to be approved of by the College Board, is required to attend the Lectures of all the Professors until he has passed his Responsions, which is generally done in the sixth term of residence. After this he is at liberty to select three or more of the subjects lectured on to form the subjects of his B. A. Examination. If the student be

desirous of taking Honours at his B. A. Examination he can do so in any one of the subjects lectured on after passing the ordinary examination.

Students who do not intend to take the degree of B. A. are permitted to attend the Lectures of any of the Professors, subject to all the usual Regulations, and can, moreover, under certain conditions, proceed to Degrees in Science and Engineering.

Numerous scholarships, Prizes, and Honorary Distinctions, are open to be competed for by students in the several faculties, the principal of these being the following :—

| *Scholarship or Prize.* | *Annual Value.* |
|---|---|
| One Cogswell Scholarship..... | £24 sterling. |
| Eight Divinity Scholarships.... | £30 sterling each. |
| One Binney Exhibition..... | $50. |
| One McCawley Hebrew Prize... | £9 sterling. |
| One Bishop's Prize..... | $20 in books. |
| One Almon-Welsford Prize.... | Interest of Fund £100 Old Currency. |
| One Aikins Historical Prize.... | $30. |
| Three Stevenson Scholarships.. | $60 each. |
| One McCawley Scholarship.... | Interest of Fund. |

The University possesses a library which is one of the largest in the Province, and contains all the elements requisite for making it a thoroughly well appointed and efficient Reference Library. Its foundation is due to the efforts of the first Bishop of Nova Scotia, and may be placed in the year 1780. Until the year 1870 the library was contained in a single room in the College Building. At that date it was removed to the new hall specially built for the purpose, and presented to the University by the Incorporated Alumni. It numbers now about 8000, including many standard works in Theology, and a fair selection of the great Greek and Latin classics.

II.

# Dalhousie College and University,

HALIFAX.

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HON. J. W. RITCHIE, Ex-Judge of the Supreme Court of Nova Scotia.
HON. S. L. SHANNON, D. C. L., Q. C., Judge of Probate.
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JAMES LIECHTI, M. A.
BENJAMIN RUSSELL, A. M.

DALHOUSIE COLLEGE was founded by the Earl of Dalhousie in 1821, "for the education of youth in the higher branches of science and literature."

The original endowment was derived from funds collected at the port of Castine in Maine, during its occupation in 1814 by Sir John C. Sherbrooke, then Lieutenant-Governor of Nova Scotia. These funds the British Government authorised the Earl of Dalhousie, Sir John's successor, to expend "in defraying the expenses of any improvement which it might seem expedient to undertake in the Province;" and the Earl, believing that "a Seminary for the higher branches of education is much needed in Halifax—the seat of the

Legislature—of the courts of justice—of the military and mercantile society," decided upon "founding a College or Academy on the same plan and principle of that at Edinburgh," "open to all occupations and sects of religion, restricted to such branches only as are applicable to our present state, and having the power to expand with the growth and improvement of our society."

The original Board of Governors consisted of the Governor-General of British North America, the Lieutenant-Governor of Nova Scotia, the Bishop, the Chief Justice and President of Council, the Provincial Treasurer, and the Speaker of the House of Assembly.

After unsuccessful efforts on the part of both the British Government and the Governors of the College to effect a union with the only other College then existing in the Province, an institution modelled after the University of Oxford, this College went into operation in 1838, under the Presidency of the Rev. Thomas McCulloch, D.D., and with a staff of three professors.

By an Act passed in 1841, University powers were conferred on the College, and the appointment of the Governors was vested in the Lieutenant-Governor and Council.

In 1843 President McCulloch died, and in 1845 the College was closed, the Governors considering it "advisable to allow the funds of the institution to accumulate."

In 1848 an Act was passed, authorising the Lieutenant-Governor and Council to appoint a new board of Governors "to take such steps for rendering the institution useful and efficient as to His Excellency may seem fit." This Board, from 1849 to 1859, employed the funds of the University to support a High School.

In 1863 the College was re-organized under an Act of the Legislature, extending its basis and making important alterations in its constitution. After providing for the appointment of a Board of Governors, with duly defined honors, to control the property and funds of the Institution and generally to manage its affairs, the statute enacts that "whenever any body of Christians, of any religious persuasion whatsoever, shall satisfy the Board that they are in a position to endow and support one or more chairs or professorships in the said college, for any branch of literature or science, approved of by the Board, such body in making such endowment, to the extent of twelve hundred dollars a year, shall have a right, from time to time, for every chair endowed, to nominate a Governor to take his seat at the Board, with the approval of the Board of Governors and of the Governor-in-Council, and shall also have a right, from time to time, to nominate a Professor for such chair, subject to the approval of the Board of Governors; and in the event of the death, removal, or resignation of any person nominated under this section, the body nominating shall have power to supply the vacancy thus created."

## OFFICERS OF INSTRUCTION.

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DAVID BAILEY, *Instructor of Gymnastics.*

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## Faculty of Arts.

THE PRINCIPAL.

PROFESSORS:

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|---|---|---|
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| MACDONALD, | LIECHTI, | SCHURMAN, |
| JOHNSON, | MACGREGOR, | ALEXANDER. |

*Secretary of the Faculty*—PROFESSOR MACGREGOR.

*Tutors* { MCLEOD, MURRAY,

## Faculty of Law.

THE PRINCIPAL, *(ex officio.)*

*Professors:*—WELDON, RUSSELL.

*Lecturers:*

| | | |
|---|---|---|
| THOMPSON, | | GRAHAM, |
| SHANNON, | | SEDGEWICK, |
| THOMSON, | | PAYZANT, |
| | JOHNSTONE. | |

*Dean of the Faculty:*—PROFESSOR WELDON.
*Secretary of the Faculty:*—PROFESSOR RUSSELL.

In pursuance of the Act of 1863, the Presbyterian Church of the Lower Provinces closed their College, and agreed to support two chairs in this University; the Synod of the Maritime Provinces in connection with the Church of Scotland founded one chair; and the College opened in 1864, under the Principalship of Rev. James Ross, D.D., and with an Arts Faculty of six Professors.

In 1868 a Faculty of Medicine was organized, which in 1875 developed into the Halifax Medical College. This year, (1885), the Faculty has been re-organized and the Halifax Medical College affiliated.

In 1883 a Faculty of Law was added.

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In 1879, GEO. MUNRO, ESQ., of New York, a native of Nova Scotia, placed in the hands of the Governors the funds necessary for the endowment of a Professorship of Physics. In 1881, he established a Professorship of History and Political Economy. In 1882, he founded a chair of English Language and Literature. In 1883, he added to the staff of the College a Professor of Constitutional and International Law, and Tutors in Classics and in Mathematics. In 1884, he founded a Professorship of Metaphysics. Since 1880, he has provided the University with Exhibitions and Bursaries, to the amount of $15,700, which, according to his own desire, have been so offered for competition as to stimulate to greater activity and efficiency the High Schools and Academies of Nova Scotia and the neighboring Provinces.

To connect the donor's name for all time with the benefits thus conferred both on the University and his native country, the chairs which he has founded shall be called the GEORGE MUNRO CHAIRS of PHYSICS, of HISTORY AND POLITICAL ECONOMY, of ENGLISH LANGUAGE AND LITERATURE, of CONSTITUTIONAL AND INTERNATIONAL LAW, and of METAPHYSICS respectively.

In 1883, Alexander McLeod, Esq., of Halifax, bequeathed to the University the residue of his estate. The following is an extract from his will:—

"All the residue of my Estate I give and bequeath to the Governors of Dalhousie College or University in the City of Halifax in Trust that the same shall be invested and form a fund to be called the McLeod University Fund, and the interest and income of which shall be applied to the endowment of three or more professional chairs in said College as they may deem proper; but this bequest is made upon these conditions, namely, that if at any time the said College or University should cease to exist, or be closed for two years, or be made a sectarian college, then and in any such case, the said Fund and all accumulations thereof shall go to the said Synod of the

Maritime Provinces of the Presbyterian Church in Canada, to be used for the purposes of higher education in connection with said Synod, and it is further stipulated that no part of this Fund shall ever be used, either by said Governors of Dalhousie College or by the said Synod, as a collateral security under any circumstances whatever."

According to the provisions of the will the McLEOD CHAIRS of CLASSICS, CHEMISTRY and MODERN LANGUAGES were founded.

Connected with the University is a flourishing Alumni Association, having objects in common with similar institutions in other Colleges. The following is a summary of the students in attendance during the last Collegiate Session :—

FACULTY OF ARTS.

| | | |
|---|---|---|
| Undergraduates in Arts | 66 | |
| Undergraduates in Science | 2 | |
| General Students | 73 | |
| Students, Arts Faculty | | 141 |

FACULTY OF LAW.

| | | |
|---|---|---|
| Undergraduates | 44 | |
| General Students | 13 | |
| Students, Law Faculty | | 58 |
| Students, Arts and Law Faculties | | 199 |
| Deduct, studying in both Faculties | | 4 |
| Total | | 195 |

III.

# The University of Acadia College, Wolfville.

FOUNDED 1838.

## Governors.

REV. A. W. SAWYER, D.D., *ex officio.*

HON. D. MCN. PARKER, M. D., D. C. L.
B. H. EATON, Esq., M. A., Q. C.
HON. A. F. RANDOLPH.
C. B. WHIDDEN, Esq., M. P. P.
REV. S. B. KEMPTON, M. A.
C. F. CLINCH, Esq.
REV. T. A. HIGGINS, M. A.
J. H. HARDING, Esq.
REV. J. W. MANNING, B. A.
HERBERT C. CREED, Esq., M. A.
REV. A. COHOON, M. A.
SILAS ALWARD, Esq., D. C. L.
EDWIN D. KING, Esq., M. A., Q. C.
REV. C. GOODSPEED, M. A.
AUSTEN LOCKE, Esq.
WILLIAM CUMMINGS, Esq.
CHARLES F. EATON, Esq.
REV. D. G. MCDONALD.

REV. T. A. HIGGINS, M. A., *Secretary.* | X. Z. CHIPMAN, Esq., *Treasurer.*

## Executive Committee of the Governors.

REV. A. W. SAWYER, D.D.
PROF. T. H. RAND, D. C. L.
PROF. J. F. TUFTS, M. A.
HON. D. MCN. PARKER, M. D., D. C. L.
PROF. R. V. JONES, M. A.
REV. E. M. SAUNDERS, D. D.
REV. S. B. KEMPTON, M. A.
PROF. D. F. HIGGINS, Ph. D., *Sec'y.*

## Committee on Investments.

HON. D. MCN. PARKER, M. D., D. C. L.
J. DESBRISAY, Esq.
A. C. ROBBINS, Esq.
EDWIN D. KING, Esq., Q. C.
CHAS. F. EATON, Esq.
X. Z. CHIPMAN, Esq., *Treasurer.*

## The Senate of the University.

REV. A. W. SAWYER, D. D., *Moderator.*
HERBERT C. CREED, M. A., *Secretary.*

## THE FACULTY.

REV. A. W. SAWYER, D. D., *President.*

REV. E. A. CRAWLEY, D. D.
D. F. HIGGINS, PH. D.
ALBERT COLDWELL, M. A.
R. V. JONES, M. A.
REV. E. M. KEIRSTEAD, M. A.
THEODORE H. RAND, D. C. L.

## THE FELLOWS.

THEODORE H. RAND, D. C. L.
REV. S. B. KEMPTON, M. A.
REV. E. M. SAUNDERS, D. D.
SILAS ALWARD, D. C. L.
JUDGE JOHNSTON, M. A.
REV. D. A. STEELE, M. A.

## THE SCHOLARS.

REV. A. COHOON, M. A.
J. PARSONS, B. A.
REV. G. O. GATES, M. A.
H. C. CREED, M. A.
HON. NEIL MCLEOD, B. A.
JOHN Y. PAYZANT, M. A.
F. H. EATON, B. A.
T. E. CORNING, B. A., M. P. P.
E. D. KING, M. A., Q. C.
REV. J. E. HOPPER, D. D.
REV. W. H. WARREN, M. A.
W. M. MCVICAR, M. A.

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## The Faculty.

REV. A. W. SAWYER, D. D., President,
*Professor of Moral Philosophy and Evidences of Christianity.*

REV. E. A. CRAWLEY, D. D.,
*Professor Emeritus.*

D. F. HIGGINS, PH. D.,
*Professor of Mathematics.*

R. V. JONES, M. A.,
*Professor of the Greek and Latin Languages.*

REV. E. M. KEIRSTEAD, M. A.,
*Professor of English Literature and Logic.*

... ... ... .. .. ... ...
*Professor of the Principles and Practice of Education, and History.*

A. E. COLDWELL, M. A.,
*Professor of the Natural Sciences.*

A. E. COLDWELL,
*Curator of the Museum and Librarian.*

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Acadia College was founded in 1838. Its location at Wolfville, Nova Scotia, is very central to the populations of the Maritime Provinces, being as readily reached from New Brunswick and Prince Edward Island as from the principal parts of Nova Scotia.

The Charter of the College provides that the Trustees and Governors, together with the Fellows, shall be a body politic and corporate, in deed and in name, and have successors forever as "The

Trustees, Governors and Fellows of Acadia College." It confers on the Corporation power to have and use a common seal, to appoint and remove Professors, to make by-laws and ordinances for the regulation and general management of the College, and to acquire, hold, and apply all forms of property for the use and benefit of the same.

The "Body of the College" provided by the Charter, is composed of the Faculty, six Fellows, and twelve Scholars, upon whom are conferred the powers of a University, and who are designated "The Senate of the University of Acadia." The chief functions of the Senate are those of discipline, the prescribing of courses of study and text-books, the care of the Library and Museum, and the conferring of the learned degrees, or any such other degrees of literary, scientific or technical honors as they may desire, and certificates of merit. At the instance of the Corporation, or otherwise, the Senate may recommend Professors to fill any chairs becoming vacant, and professors to fill new chairs, and to present to the Corporation any member of the Faculty guilty of misbehaviour or neglect of duty. The Senate is given power also to do, perform and establish every other thing and matter of a literary and scholastic character pertaining to the University.

The Governors are appointed by the Baptist Convention of the Maritime Provinces, one-third of them being nominated by the Corporation of the Associated Alumni.

While no religious tests or subscriptions are required, Acadia is designed to be a positively Christian College, not only in respect of the character of its professors, and in the philosophy taught in its lecture rooms, but especially in the influences which pervade the daily life of the institution. Many now occupying important positions in society have freely acknowledged that earnest christian views were developed or deepened in them while pursuing their studies here. In view of the fact that forms of philosophy alien to the Christian faith are finding their platform in many educational institutions, it is of increased importance that the higher education should be available under positively Christian influences.

The studies of the Arts Course are comprehensive and thorough; and it is the purpose of the Corporation and the Senate to maintain the College in such a state of efficiency that it shall be able to meet the wants of all young men who desire to obtain a liberal education.

In connection with the College buildings there are forty acres of land most favorably situated for the various purposes that will be developed in the growth of the institution. The new College erected since the fire of 1877, affords excellent facilities for the purposes of instruction. Its lecture rooms are commodious, well lighted, and easily ventilated, and its Assembly Hall supplies spacious accommodation for all public Academic exercises.

Acadia graduated its first class in 1843. A four years' course has always been required for the degree of B. A. Besides the large number who have been admitted as general students, over five hundred, including the present enrolment, have entered upon the full undergraduate course, of whom 227 have received the degree of Bachelor of Arts.

"The Associated Alumni of Acadia College" is an association designed to be an auxiliary to the College. Composed chiefly of graduates, it aims to bind them together in friendship, to renew and render permanent their old attachment to the College, to ensure the life-long devotion of its members to the interests of the College, and through her to the cause of Education, more especially throughout the Maritime Provinces. The Association meets annually in June at Wolfville, when the Annual Oration is delivered, and the members dine together. The funds accruing from a membership fee of two dollars per annum are expended in the bestowment of prizes to Students, and in such other useful ways as the Annual Meeting determines.

The Horton Collegiate Academy and the Acadia Seminary are Academic Institutions situated at Wolfville and under the control of the Board of Governors of Acadia College. The former aims to fit pupils to enter College, and to furnish good opportunities for boys and young men to prepare for usefulness and efficiency in the different occupations of life. In the latter, under three courses of study, a Classical, a Literary, and a Musical, excellent provision is made for the education of young ladies in the solid, as well as the ornamental branches. The Collegiate Academy was established in 1828, and is now under the Principalship of J. F. Tufts, Esq., M.A.

The following is a summary of the students in attendance at Acadia College during the collegiate years 1884–5:—

| | |
|---|---|
| Seniors | 8 |
| Juniors | 15 |
| Sophomores | 18 |
| Freshmen | 21 |
| General Students | 10 |
| Total | 72 |

IV.

# St. Francis Xavier's College, Antigonish.

## BOARD OF GOVERNORS:

HIS LORDSHIP THE BISHOP OF ARICHAT, *Chairman (ex-officio).*

REV. JOHN SHAW, P. P. | WILLIAM GERRIOR, ESQ.,
REV. N. MCNEIL, D. D. | C. F. MCISAAC, ESQ.

## STAFF OF PROFESSORS:

REV. A. CHISHOLM, D. D., *Professor of Mental Philosophy, Greek and Advanced Latin.*
REV. N. MCNEIL, D. D., *Professor of Mathematics, Natural Philosophy and French.*
REV. A. MCDONALD, D. D., *Professor of English Literature, English Composition and Intermediate Latin.*
R. H. MCDOUGALL, ESQ., *Professor of Elementary Latin and Mathematics, and History.*
J. D. COPELAND, ESQ., *Professor of Chemistry and Physiology.*
MR. G. D. STEWART, *Teacher of Industrial Drawing.*
MR. W. T. KIELEY, *Assistant Teacher.*

St. Francis Xavier's college was founded in 1854 by the Right Rev. Dr. MacKinnon, Bishop of the Diocese of Arichat, and immediately thereafter handsomely endowed by the Provincial Legislature. It was opened at Arichat in the fall of that year, and two years later transferred to Antigonish, where spacious buildings well adapted to the purpose had been prepared. The Provincial Legislature previously to the transfer, had conferred on the Institution a charter which invested it with the power of conferring degrees. In 1875, it was affiliated to the Halifax University.

Antigonish is the thriving shire town, very finely situated in the centre of the county of that name. The surrounding country is one of the best agricultural districts in the Province, healthy, fertile, prosperous, characteristics which are fully reflected in the town. Board and lodgings are cheap, and the locality is within easy access of Halifax and Pictou on the one side, and of the Strait of Canso and the island of Cape Breton on the other, the Eastern Extension Railway having a principal station in the suburbs. Communication by sea also is open all the summer months.

The college has been in every sense a successful institution, having had as pupils within its walls during the last thirty-two years, a large proportion of the persons who during that period have attained distinction in the various learned professions, in Eastern Nova Scotia, law, medicine, and the sacred ministry have drawn their recruits very largely from among its graduates. The influence it has exerted for good cannot be easily over estimated.

St. Francis Xavier's college has in close connection with its higher classes first class English common schools, in which the ordinary branches prescribed by the Provincial authorities are efficiently taught. The Academic Department is organized and operated under the law relating to Secondary Education as the County Academy for the County of Antigonish.

V.

## The University of Halifax.

The University of Halifax, an examining and degree-conferring corporation framed after the model of the University of London, was established by an Act of the Provincial Legislature in 1876, but has not exercised its powers, since 1881 in consequence of the withdrawal at that date of the legislative grant originally provided for its support. The following institutions were by law affiliated with the University, enjoying by virtue of such affiliation certain duly specified rights and privileges: Kings College, Windsor; Dalhousie College, Halifax; St. Mary's College, Halifax; Acadia College, Wolfville; St. Francis Xavier's College, Antigonish; and Mount Allison Wesleyan College, Sackville, New Brunswick. The latter is a flourishing institution extensively patronized by the Methodist denomination of Nova Scotia as well as of the other Maritime Provinces. St. Mary's College, Halifax, is not now in operation.

# APPENDIX E.

## Institution for the Deaf and Dumb,

HALIFAX.

FOUNDED 1857.

**Patron:**

His Honor Matthew Henry Richey, Lieutenant-Governor of the Province of Nova Scotia, &c.

**Directors:**

Hon. D. McNeil Parker, M. D. & M. L. C.
Hon. Provincial Secretary.
George H. Starr, Esq.
George R. Anderson, Esq.
Rev. Principal Forrest
A. K. Mackinlay, Esq.
R. W. Fraser, Esq.

*Secretary*—Rev. Principal Forrest.
*Treasurer*—A K. Mackinlay. Esq.
*Physician*—Donald A. Campbell, M. D.
*Consulting Physician*—Andrew J. Cowie, M. D.
*Dentist*—Dr. A. C. Cogswell.
*Oculist*—Stephen Dodge, M. D

### Officers and Teachers.

### EDUCATIONAL DEPARTMENT.

**Principal:**

J. Scott Hutton, M. A.

**Assistant Teachers:**

Miss Julia R. Bateman, | James Dow. | Wm. J. Stewart.

**Matron:**

Mrs. Vinecove.

### INDUSTRIAL DEPARTMENT.

Carpentry—ANGUS McEACHEN.
Shoemaking—MARTIN ABBOTT.
Printing—

## *Statistics of Attendance for the year 1884.*

### ATTENDANCE.

The attendance for the year has been as follows:

| | Male. | Female. | Total |
|---|---|---|---|
| Pupils of previous year still in attendance | 25 | 22 | 47 |
| Additions during the year 1884 | 7 | 9 | 16 |
| Absentees expected to return | 2 | 1 | 3 |
| " whose return is doubtful | 2 | 0 | 2 |
| Left school during the year | 5 | 3 | 8 |
| Total of pupils for year 1884 | 41 | 35 | 76 |
| Sunday service for Extern Mutes | 10 | 4 | 14 |
| Total of Deaf-mutes benefited by the Institution during the year | 51 | 39 | 90 |

The actual attendance for the year has been *one* less than appears above, the same name requiring to be reckoned twice, first under the head of "Additions," and again under that or "Absentees." A similar remark applies to the "Sunday Service for Extern Mutes," making the number of deaf persons, children and adults, who have enjoyed the benefits of the Institution, during the year, just *Eighty-eight.*

The attendance for the various Provinces was as follows:

| | |
|---|---|
| Nova Scotia | 45 |
| New Brunswick | 18 |
| Prince Edward Island | 6 |
| Newfoundland | 6 |
| | 75 |

By the Act of the Provincial Legislature of April 19th, 1884, any Nova Scotia deaf or deaf-mute child of sound mind, between the ages of eight and eighteen, is entitled to admission on the order of the Warden of the Municipality to which the child's parents belong, and the sum of *One hundred and twenty dollars per annum* provided from the public funds for its support.

### EXTRACT FROM LAST REPORT OF PRINCIPAL.

"Perhaps the most important event of the year, as relates to local interests, is the passage of the Act of the 19th April last, providing free education for the deaf-mutes of Nova Scotia. In closing my last report I urged the justice and necessity of such a course, and it is with heartfelt satisfaction that I congratulate the Directors of the Institution and the friends of the deaf throughout the Province on this auspicious step, which marks a new era in the history of the Institution and of the class for whose welfare it was established. This Act forms a fitting sequel and crown to the Legislative record of the past twenty-seven years, a record which shows that the Legislature of Nova Scotia has never failed to extend a liberal helping hand to this Institution from its first feeble infancy down to the present time.

Nova Scotia enjoys the honorable distinction of being the first among the colonies of the empire practically to recognize, through its Legislature, the

claims of the deaf and dumb, having in 1857 voted the first appropriation of $1200 for the support of the infant Institution in Halifax. Since then, old Canada (Ontario and Quebec), Australia, New Zealand, have all adopted a similar policy. These colonies can now boast as fine buildings and as efficient schools for the deaf as the Mother Country herself. They even set an example in this respect, as the Government of Great Britain, while providing a splendid system of national education for her other children, has hitherto done nothing for the deaf, leaving them to the precarious and fluctuating care of private benevolence. It is worthy of remark that the recent action of the Nova Scotia Legislature has been held up for imitation in the columns of the London *Times*. May we venture to hope that the Mother Country may condescend to learn a lesson even from one of the smallest, and, perhaps, least esteemed of her colonial offspring?

From an educational point of view, the results of the year's work are on the whole satisfactory. The teachers have been diligent in the school-room, and the pupils generally attentive and obedient, making progress in proportion to their capacity and application. The nature and details of the work have been frequently set forth on former occasions. I need not, therefore, now enlarge, but may simply be allowed to reproduce a brief description of its peculiar character from my last report.

In this department of instruction much time and labor are necessarily spent in fundamental and elementary work, which does not *show*, does not produce visible, tangible, or *measurable* results. *Our peculiar work really ends where that of the common school begins.* The specific business of the teacher of the deaf-mute is to give his pupils that practical mastery of colloquial language, and that intellectual and moral training which hearing children possess *before they go to school*, to bring them up, in fact, to the point at which other children start in their educational course. This mastery of language, and this intellectual development, is the grand aim and crowing test of his work. To this end everything should be subordinated, even the general knowledge imparted in Geography, History, Scripture, &c., being regarded chiefly as a means to it. A deaf-mute may be well educated who never heard of the Norman Conquest, or the Sea of Ochotsk, but who is able to write a simple and intelligible letter, to converse readily by means of writing, to understand the way of salvation through the Gospel, and who knows enough of Arithmetic for the wants of his daily life. It is this kind of practical training we seek to give, not to please by showy exhibitions of shallow attainments, while the deep living necessities of the pupil, so difficult to meet, are overlooked."

# Halifax School for the Blind.

**Incorporated in the Year 1867.**

## MANAGERS AND OFFICERS OF THE INSTITUTION.

### Managers for 1886.

JOHN S. MACLEAN,
LIEUT.-GOVERNOR M. H. RICHEY,
JOHN DUFFUS,
W. C. SILVER,
W. H. NEAL,
GEORGE THOMSON,
GEORGE MITCHELL,
HON. S. L. SHANNON,
H. H. FULLER,
JAMES C. MACKINTOSH,
E. D. MEYNELL,
W. ACKHURST.

| President: | Vice-President: | Secretary and Treasur |
|---|---|---|
| JOHN S. MACLEAN. | W. C. SILVER. | E. D. MEYNELL. |

The Provincial Act in relation to the Education of the Blind pr vides:

1. The parents or guardian of any blind person between the age of ten a twenty-one years, who has, under the provisions of Chap. 33 of the Revi Statutes of Nova Scotia, 4th Series, a settlement within any County or D trict of the Provinces incorporated by Chap. I., Statutes of 1879, may ap to the Warden of such Municipality for an order for the admission of a person into the Halifax Asylum for the Blind, which order the said Wa shall at once grant under his hand and the Corporate Seal of the Mun pality on being satisfied that such blind person is between the ages above scribed, and has a legal settlement in the Municipality.

2. Such order shall entitle a blind person named therein to be rece into the Halifax Asylum for the Blind, and subject to the conditions bef after described, to be educated and boarded therein during the school te Pupils under thirteen years of age when entering the school shall be enti to remain seven years; those entering between the ages of thirteen and se teen shall be entitled to remain five years, and those between the age seventeen and twenty-one years to remain three years.

3. For every blind person received into the Halifax Asylum for the B pursuant to this Act, and educated and boarded therein, the Board of M gers of the Halifax Asylum for the Blind shall be entitled to receive from Provincial Treasury at the rate of Sixty Dollars per annum, payable yearly, and also to receive at the same rate from the County School Fun the Municipality to which the said blind person belongs. When such M cipality shall not comprise an entire County, the last-mentioned gran Sixty Dollars shall be charged against the County School Funds of both tricts included within the County in proportion to the amounts of their pective school allowance derived from the County School Fund.

4. It shall be the duty of the Managers of the Halifax Asylum for Blind to furnish semi-annually to the Council of Public Instruction

returns of the names, ages, residences, &c., of the pupils in respect of whom the above grants may be claimed.

5. In the semi-annual apportionment of the County School Fund the Superintendent of Education shall include the amounts due the Managers of the Halifax Asylum for the Blind, and issue drafts therefor on the Treasurers of the respective Municipalities.

STATISTICS OF ATTENDANCE.

| | Boys. | Girls. | Total. |
|---|---|---|---|
| Pupils registered Dec. 1st, 1884 | 17 | 11 | 28 |
| Entered during the year | 0 | 1 | 1 |
| " adults, workmen | 0 | 0 | 0 |
| Re-entered | 1 | 0 | 1 |
| Graduated, or remained at home | 5 | 1 | 6 |
| Pupils registered Dec. 1st, 1885 | 13 | 11 | 24 |

EXTRACT FROM LAST REPORT OF PRINCIPAL.

"The education of the blind is now recognized by all enlightened States as an important part of the Public Educational system; but, too frequently, the provision that is made for it is so meagre that it frustrates the design in view, and renders the expenditure practically useless. Economy in the education of the blind is a false economy, and sooner or later this must become evident to those interested in the work of their education in different parts of the world. That school of the blind which cannot insure for its intelligent graduates an independent livelihood, is most assuredly not fulfilling its mission; and the fault must lie either in the mal-administration of its internal affairs, or in the lack of adequate pecuniary support. The cost of carrying on an institution of this character cannot be compared with that of any other educational establishment; its requirements differ essentially from those of ordinary schools, and the peculiar methods employed for imparting instruction bear no comparison in cost to those in vogue in public schools. The Halifax school has, in proportion to its means, done more for the blind youth of the Maritime Provinces than could reasonably be expected; but the work has been hindered in almost every department by the economical line with which it is circumscribed. This was pointed out by the Board of Managers in the Fourteenth Annual Report, and an application was made to the legislature for an increase in the Provincial and Municipal grants. The Government expressed their willingness to give the matter their favourable consideration, but owing to the press of business it was allowed to lie over until the next meeting of the legislature. I trust that your Board will urge upon the Government the necessity that exists for making the increase for which you ask, and that the Government and legislature will deal with the question in a manner becoming liberal statesmen.

It is a constant source of regret that more parents do not avail themselves of the provision made by the Provincial Government for giving to their blind children a free and practical education; and yet no efforts have been spared to advertize the Institution and to make its true character understood. We send each year 1200 copies of our Annual Reports broadcast throughout the Maritime Provinces. These are copied and commented upon by the daily and weekly newspapers in the city and country. The prospectus of the school, circulars to clergymen, physicians and legislators, have been sent out by thousands. The country has been flooded with advertisements of concerts

and lectures given for the benefit of the Institution, and yet, withal, it seems impossible to find out the whereabouts of those for whom the school has been founded. Blind children are as a rule kept in the back-ground by their parents, and their very existence is frequently unknown save to the most intimate neighbors of the family. I have frequently received answers from those to whom circulars of enquiry have been sent stating that no person deprived of sight lived in their respective localities, while as a matter of fact I was in many instances personally aware of the existence of blind children in the immediate neighborhood of the writers. Under these circumstances it is not surprising that we find it difficult to obtain reliable information respecting the blind youth of the three Lower Provinces. This report will be read by many who can fully appreciate the difficulty to which we refer; and we would respectfully ask all such persons to aid us in the work in which we are engaged, by making in their different localities a house to house visitation to ascertain whether or not there are any blind children in the district."

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